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# SCHOLASTIC COACH

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VOLUME 18 • NUMBER 1 • SEPTEMBER

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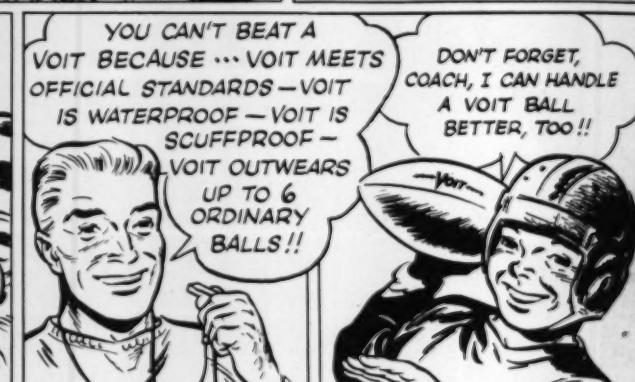
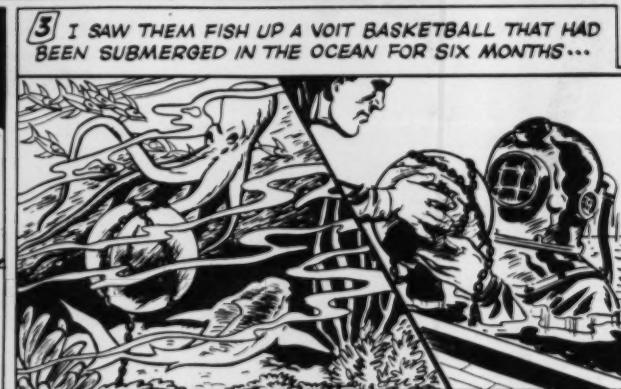
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# Olympic loving-kindness

MUCH to the surprise of positively nobody, the 1948 Olympics proved all over again that the United States owns the most talented collection of fleet-footed, spear throwers, and pool sharks in the world.

Unless you've been living in a hermetically sealed dungeon the past summer, you undoubtedly know that our boys carried off enough gold in the form of first-place medals to cap every bad molar in the western hemisphere. They copped 11 of the 24 track events, then made an unprecedented sweep of the eight swimming races.

True the Germans and Japs, our chief threats in the past, didn't compete this year; that one-sixth of the earth's surface, Mother Russia, wasn't represented; and that most of the other countries had to gird for the Games under Class D league conditions. But our boys deported themselves nobly on and off the field and richly deserved all the shiny hardware heaped on them.

The blissful tranquillity of the Games proved a happy surprise to us. Like a lot of other people we questioned the feasibility of conducting an Olympics at such an unfavorable period in the world's history. What, we thought, was so holy about the Games that they couldn't be postponed for a couple of years? We were particularly queasy about the way our robust steak-fed heroes would be received by a half-starved continent.

But, judging from all the reports, the Europeans, while empty in stomach, are still full in heart. Their fine sensitivity of feeling and forbearance were conspicuous throughout the meet and, much as we dislike to admit it, didn't do anything to contradict all the pious bleating about how the Games promote international loving-kindness.

The fact that the Games were held in England contributed a great deal to this phenomenon. Whatever you may say about their bumbling foreign policy, the English are a great sporting people.

So, grotesquely managed though the Games may have been, they did strike a blow for the cause of international comity.

The biggest charge we received from the Olympics generated from the performances of a pair of 17-year-old high school kids—Jimmy McLane, a former Bechtel High School (Akron, Ohio) boy now attending Andover (Mass.) Academy, and Bob Mathias, a young giant out of Tulare (Calif.) High.

Skinny Jimmy copped the 1,500-meter free-style crown and finished second in the 400-meter free-style event, while big Bob emerged with the decathlon championship—perhaps the most spectacular achievement of the Games.

In winning his gold medal, this infant prodigy survived the most fantastic two-day ordeal in Olympic history. After competing for 10 hours on the first day of competition, Mathias had to come back the next day for 12 more hours of sweating and straining, in a drenching rain that crippled the time schedule.

Everything that could happen, happened. At one horrible point, a blundering badge-wearer swept up Bob's discus marker, necessitating a 90-minute search for the pin-point marking Bob's throw.

By the time the eighth event rolled around, it was pitch black with the only illumination coming from the pale lights in the stands and the eerie glow of the Olympic torch.

Not only were the pits and runways veritable morasses, but the Tulare wonder had to throw the javelin with a flashlight indicating the foul line. Between tries he huddled under a blanket in the rain.

What made his performance all the more phenomenal was the fact that it marked only his third attempt at the decathlon test.

He took up the ten-event back-breaker last spring at the suggestion of his coach, Virgil Jackson. The shotput, discus, and high hurdles came easy, since Bob was county

champ in all three. But in most of the other events, Bob had to start from scratch.

With the Olympic medal in his treasure chest, the baby of all the champions promptly retired from decathlon competition. He is much more interested in football and basketball. At tailback for Tulare last season, he averaged eight yards a carry; and in basketball, his real love, he chalked up a highly respectable average of 18 points a game.

The schoolboy wonder is quite a chunk of kid. He stands 6-1½, weighs 190 pounds, and wants to be a sawbones like his daddy. He will enter Stanford or California this fall.

## SIGNALS OFF

LIKE everybody else, we were tickled pink when the football nabobs from the high school and college groups went into a huddle last spring and after a long skull session, wheeled out with a joint rules code.

It seemed that after 16 years of widely divergent views on the rules, the two groups had finally come together on a single code to govern all amateur football. And a real good thing it appeared to be, too.

Mr. H. V. Porter, of the high school group, personally broke the news to us, and off we rushed to the printers with the official release, which we splashed all over our editorial page in the April issue.

Alas, the flowers that bloom in the spring, tra, la, la, do not smell as sweetly in the fall. Somewhere between April and July, the joint code lost its bloom. The high school and college men had a falling out—over what we're not precisely sure—and that nice joint code was permitted to wither on the stalk.

So football is back on a two-code basis (high school and college) and it's a pity. Let's hope the boys really get together before another season rolls around. A joint code certainly would be a blessing for the game.

(Concluded on page 64)

# 'Emphatically—

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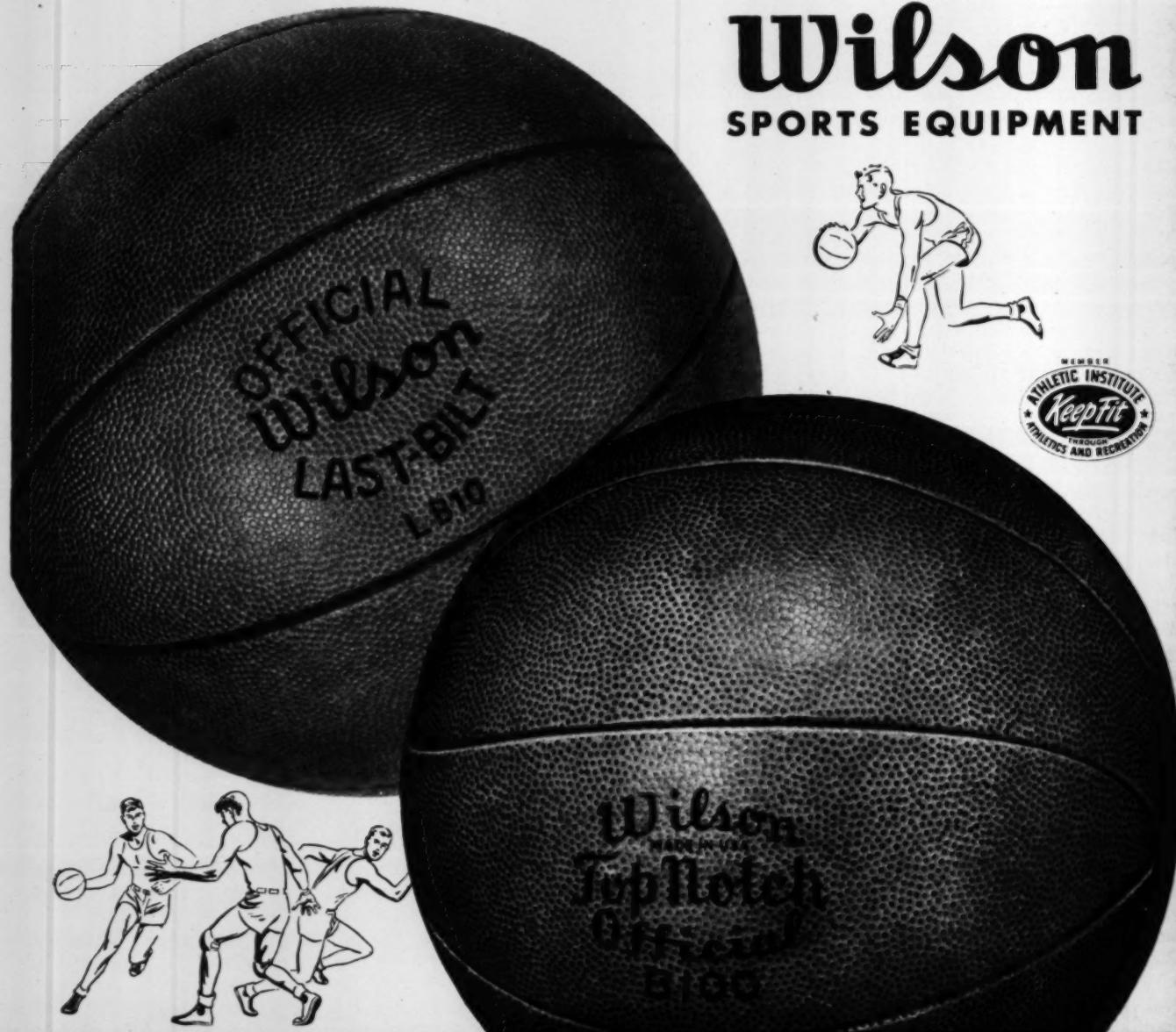


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**IT'S WILSON TODAY IN SPORTS EQUIPMENT**

**By Carl Snavely**

# Ball-Handling in the Single Wing

OUR backfield methods, so far as the handling of the ball, spinning, etc., are concerned, are based upon three considerations.

First, we use methods that are sound with respect to sureness, safety and simplicity, and that are applicable to any backfield player without too much delay and without too much danger of error in the excitement of a contest.

Second, we give preference to quickness and speed over deception.

Third, we want the best deception and hiding of the ball possible after the above requirements are met.

Now for some of the fundamentals we like because of their simplicity and safety against fumbling.

First is the matter of taking the ball. We have tried many different methods, including putting the elbow over the ball and covering it in various ways, but finally have arrived at the conclusion that the safest and soundest way in which the ball may be taken, either by the tailback or the wingback, is to form a pocket with the hands, keeping the fingers well spread and underneath the ball, close to the body, and the elbows close to the sides.

If the hands are not kept close to the body, there is danger of the ball going through between hands and body and being fumbled. The exchange has to be made with accuracy and precision.

We used to take the ball with one hand under and one over, and then slide it under the arm, which is not so bad when one is standing erect. But when a man is running low and stooping over, he cannot form a good pocket underneath the ball and the ball-handler, in passing off, will often hit the upper hand.

In giving away the ball, we want the fullback to place it in the pocket lightly, with his fingers on the front part of the ball. That is, he doesn't throw the ball but gives it a little pressure to keep it safely in place until the receiver puts his fingers around it.

The instant the tailback gets the ball, he slides it under his outer arm. It is important that both the receiver and the giver use their eyes properly. While the exchange might be made without both men looking at the ball, I believe it is advisable for the man giving the ball to concentrate his gaze upon the point at which he will place the ball, and for the man receiving it to watch the ball carefully.

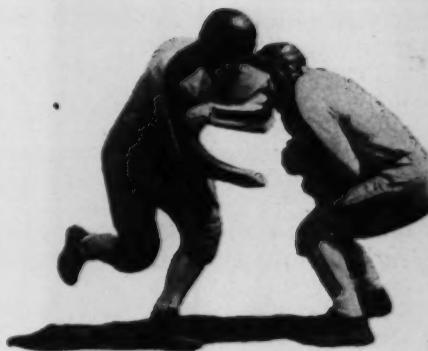
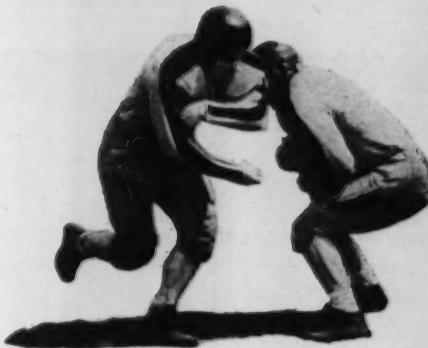
The fullback hand-off should be the same whether it is to the tailback or the wingback. Moreover, the same technique should be employed when the tailback hands off to the wingback. Either spinning or stepping directly toward the receiver, the hand-off should be done in the same way.

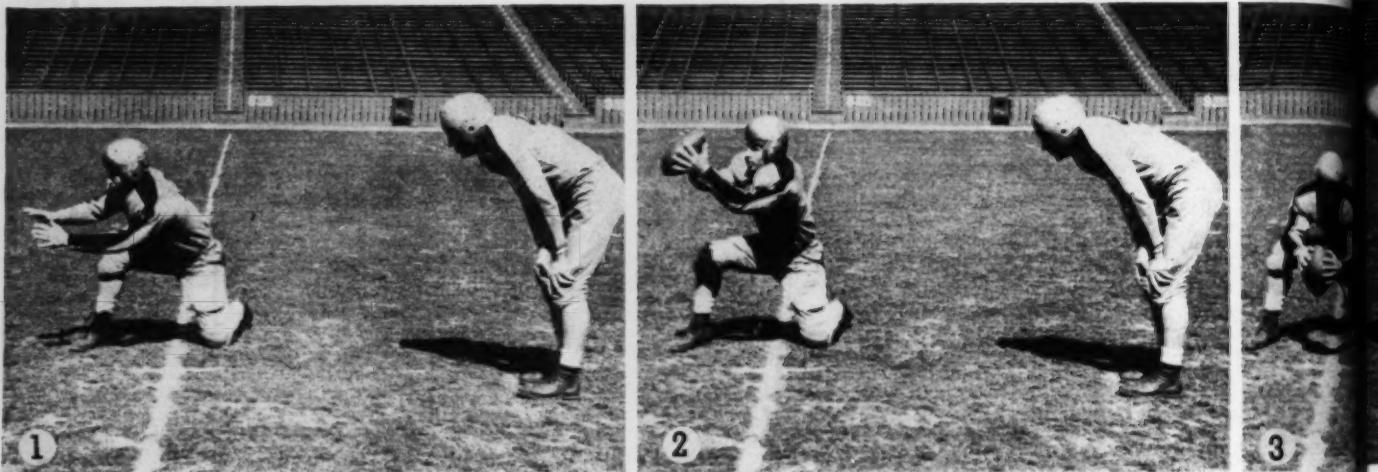
Now for speed and quickness: Handing the ball to another back, spinning, feinting, and so forth, are bound to take a bit of time. However, we reject any methods of handling the ball which necessitate delays that force our linemen to hold their blocks long after they make contact or which require our runner to get too far behind his interference.

We also avoid methods which slow down the runner or which make it impossible for him to get a quick start once the play develops.

We feel, in the interest of quickness and deception in general, that

(Continued on page 72)





# Controlled Kicking

**I**S the foot being taken out of football? If not, where are the successors to the Thorpes, Eckersells, Kipkes, Brickleys, and Carideos?

All these players were masters of the planned kicking game, who never thought of using the kick as a defensive measure. They planned their kicks to gain ground, to penetrate deep into enemy territory, and to pressure the opponents every time the ball had to be surrendered to them.

Our present-day punters can still drive a long spiral downfield to a safety man, but the prime purpose of their kicking is merely to get rid of the ball as a relief from pressure.

During the past several years, I have watched many teams go down to defeat because of a blocked kick, a sliced 20 yarder going off at a crazy angle, or a long downfield spiral which a cagy safety man returned all the way for a touchdown.

In all these cases, the defeat might have been averted had the defeated team possessed a trained kicker.

Instead of putting greater emphasis on scatbook safeties, double safeties, and well-planned run-backs, coaches might well borrow a page from the old timers and plan their kicks with all the strategy of a running or pass play.

The best planned runs and passes can all be stopped. But there is little or nothing that can be done about a kick that sails or bounces out of bounds deep in enemy territory.

Why waste a play on a haphazard kick? Why not pressure the opponents by kicking them into their own back yard? Here, in the shadow of their own goal line, they are under terrific strain.

All things being equal, they won't risk passing, and their running game will be easier to handle, since they will have to stick pretty close to the book, enabling you to utilize unorthodox defenses.

If the opponents do decide to kick, which is generally the case, they may have to hurry the attempt, and this usually is dynamite.

A trained kicker is a tremendous asset against a stronger opponent, especially when backed deep in defensive territory. One good boot can shove the stronger foe back on their heels.

It is always easier for a weaker team to kick its way out of a hole than to try to run its way out. A powerful booter can drive the stronger team into its own territory and thus force them to play more cautiously.

Despite these obvious facts, few modern coaches bother much with their kickers. They generally are satisfied with a boy who can get good distance, height and timing—even if he can't execute an out-of-bounds kick into a coffin corner or a quick kick over a safety's head.

Yet it is a proven fact that a schoolboy with natural ability and sufficient practice can control a football well enough to come within two or three yards of an intended target.

There are several fundamentals

of kicking which, once mastered, will produce amazing results. These are: body balance, dropping of the ball, swing of the kicking leg, eye on the ball, and follow through. (This basic groundwork will be presented in a follow-up article next month.) The mastery of these skills will produce well-planned kicks to almost any desired spot on the field.

By controlled kicking, I mean control of the kicked ball and the direction it will follow after striking the ground. It also includes the proper time when a kick play should be called.

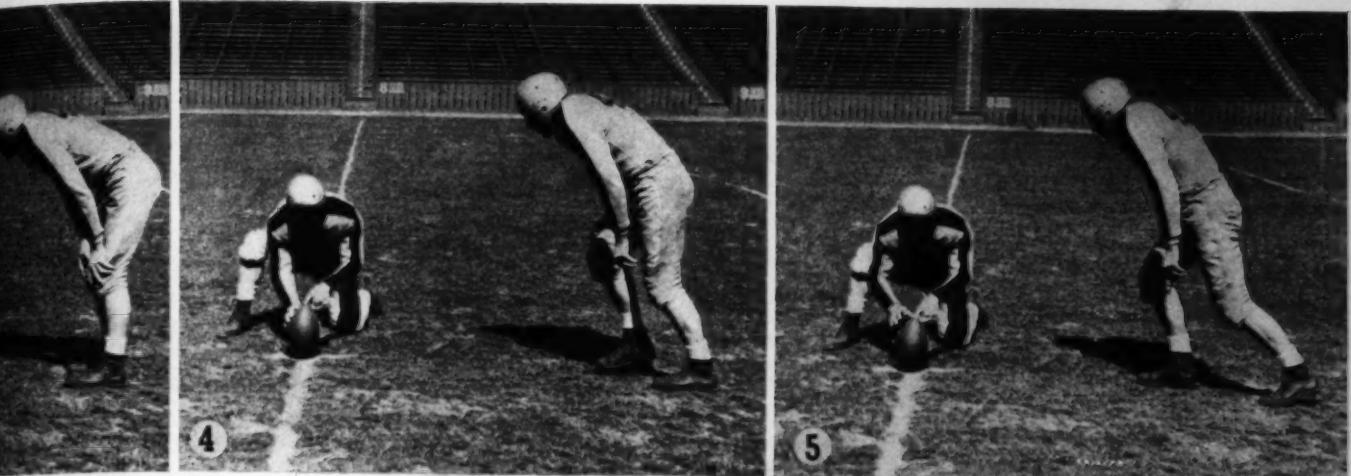
To exploit the kick as an offensive weapon, you must chance kicking on non-kick downs, kick when the wind is in your favor, waste a play to take advantage of the wind and assure a good angle, kick when the safety man is out of position, and always kick away from the safety to dangerous goal-line corners.

If you miss the target, you don't lose much, since the ball comes out to the 20. On the other hand, if you kick to the safety and he happens to be a Buddy Young, a Charlie Trippi, or a Forrest Hall, you are writing your own obituary.

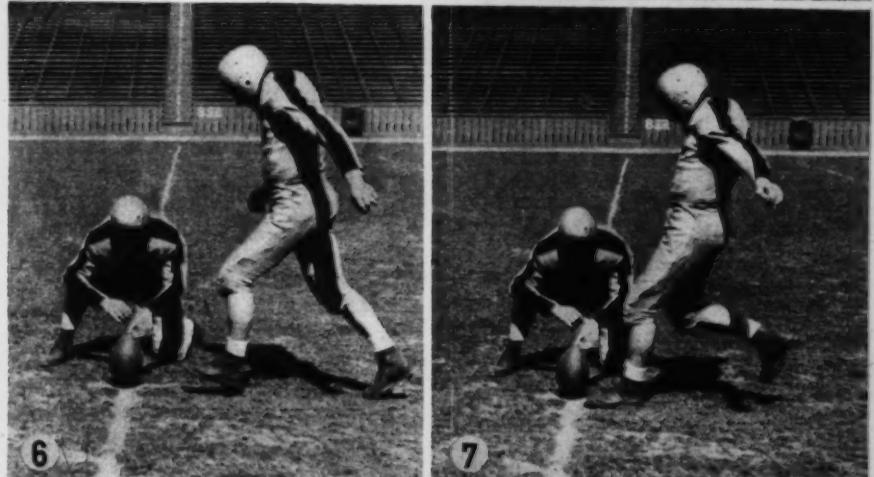
It is much nicer to give the ball to the opponents where you want them to have it. Then they must play your type of game. I admit you must have possession of the ball in order to score. But why not start your attack where it will do the most good? Position is often worth more than possession.

The quick kick, once mastered, is one of the finest offensive plays in

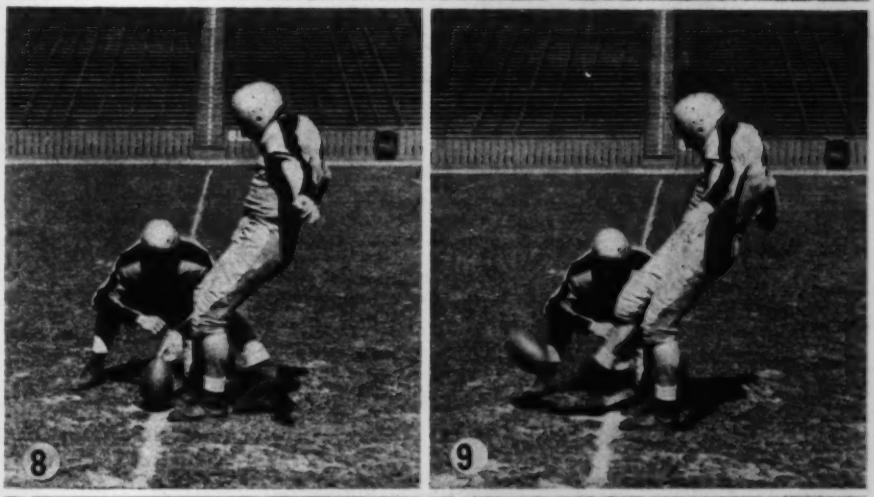
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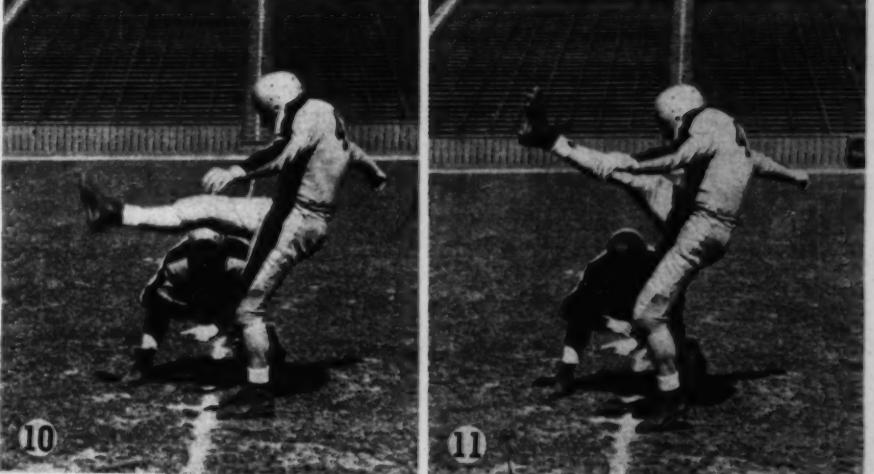
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## by JOHNNIE GOLDEN

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The offensive ends may work according to the kicker's instructions. When they know where he is going to aim the ball, they can cover to that side.

Along with such planned kicks, a coach may use many feints and decoys to help set up the plays.

A forward pass, for instance, is an ideal ruse with which to set up a quick kick. The end may break directly for the safety, buttonhook and take the pass. On the next play—the kick—the end may go through the same pattern. If the safety comes up to cover, just think where that kick may roll!

Numerous other variations may also be blended into a kicking pattern to make it purely offensive. Several years ago, I was very fortunate to receive some invaluable ad-

(Continued on page 50)

**PLACEMENT:** Holder takes comfortable position with left knee on ground, right leg extended, hands presenting target. Kicker lines up with legs close together, hands on knees, eyes glued on spot where ball will be placed. Ball is received and grounded in one swift motion. Kicker takes short step with right foot, a long step with left to point just behind ball. Kicking foot is snapped into ball, meeting it squarely on middle line down near end. Knee is straightened at moment of contact and leg follows through. Head stays down from start to finish. (From Quaker Oats booklet, "Championship Football.")

# 4-4-2-1 An idote

**E**VER since the Stanford Cinderella Team resuscitated the T, football coaches everywhere have been burning the midnight oil devising means of defending against it.

Basically, the T is compounded of quick-breaking plays utilizing man-on-man brush blocking to spring a back into the secondary and tertiary defenses.

The beauty of it is enhanced by the fact that three backs are equally available for the quick hand-offs and can pop into momentary holes conducted by various feints and decoys by the loose backs.

The man-in-motion, the sleight-of-hand quarterback, and the shrewd faking of the backs add a lot of deception to both the running and passing attacks, and subject the defense to constant pressure.

Can a defense be devised to counter this combination of offensive threats?

During the past few years, various forms of defenses have emerged ranging from three to eight-man primaries with variations in the secondary and tertiary. Several of these have met with some success, while others have been total failures.

The author, after considerable experimentation, believes he has hit upon a sound method of stopping the T. This defense, while radical in concept, offers a practical means of neutralizing the T's strength.

First, a word is in order on the traditional 6-2-2-1 offense. As you probably know, the 6-2-2-1 is built on a zone basis in which each defender is responsible for a specific area (**Diag. 1**).

The guards charge straight through on each side of the center, the tackles slice across and in, while the ends cross and cover territory while attempting to keep the play inside.

The secondary defenders, or line backers, are "hole" conscious. They attempt to fill any opening in the

line while, at the same time, cover the flat areas for passes and sweeps. The tertiary defenders are responsible for the pass receiving areas from the ball to the sidelines as well as for plays that break through the secondary.

The safety man remains the last rampart against long passes and breakaway runs. His responsibility is unlimited in this respect.

Against this traditional defensive setup, the secret of passing success is just a matter of overloading the defensive areas, while the running offense becomes a matter of feinting at one area and striking quickly at another.

The T is ideally equipped to exploit these weaknesses, and that is one of the reasons why it has become so popular in recent years.

The author believes the T can be stopped with a radical, man-for-man 4-4-2-1 defense.

As you may observe in **Diag. 2** the primary consists of four men who are the big, strong, bulwarks of the squad. The tackles play the offensive tackles off the outside shoulder, while the guards play the offensive guards head on.

The offensive tackles and guards are always thought of as those men who line up inside the ends regardless of where the ball is snapped from. **Diag. 9** furnishes an example of the extreme in unbalanced lines and how this radical defense would set up against it.

The four primary defenders are responsible for charging directly over the opponents, as designated in **Diag. 2**. The charge must always resist the pressure, regardless of the type of block thrown.

Should any of the offensive linemen pull out to lead the play, the defensive man steps behind the line and follows his man accordingly (**Diag. 3**).

As a safeguard against mouse-traps, the defenders always make contact with their offensive men

first, resisting pressure. If there is no pressure, they hold their ground. They must not retreat or advance until the play definitely develops.

The four secondary defenders are matched with the opposing backfield; that is, speed on speed, power on power, etc. The secondary is deployed as in **Diag. 4**, and are assigned to the offensive backs as numbered—1 on 1, 2 on 2, 3 on 3, and 4 on 4.

Each defensive secondary is instructed to play directly across the line from the designated back regardless of the formation or the man-in-motion.

On running plays, each secondary man charges in to meet his offensive man first, then covers the play development. On pass plays, each defender covers his man regardless of the pass pattern, taking his man all over the field and playing the ball only after it is in the air.

In other words, if the quarterback is passing, the No. 1 secondary rushes him.

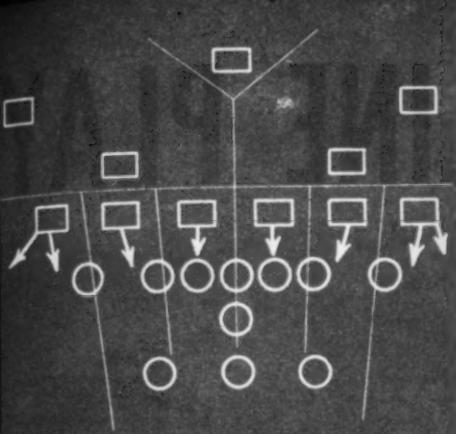
The actions of the defensive men on typical T running plays are shown in **Diags. 5 and 6**.

The tertiary defenders comprise two halfbacks and the safety man. The halves are deployed from five to nine yards from the scrimmage line directly on line with the offensive ends. They are the most versatile defensive men on the squad. The right half is assigned to the left end and literally plays him all over the field. The left half does the same with the offensive right end.

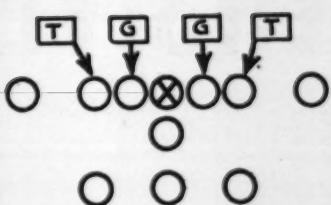
Offensive ends do four basic things: receive passes, block down-field, block in the line, and occasionally carry on a reverse. The defensive half must be perceptive enough to meet any of these possibilities.

On pass plays, he takes the end everywhere and plays the ball only when in the air.

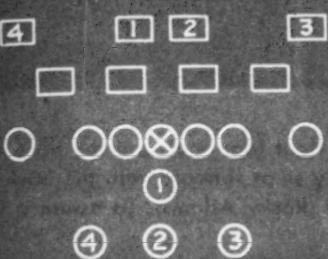
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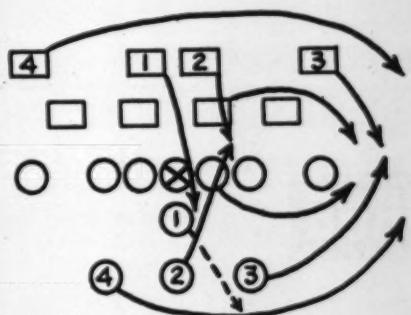
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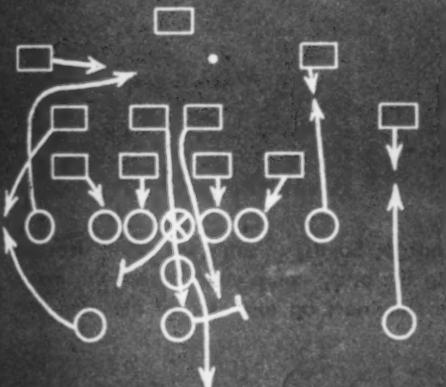
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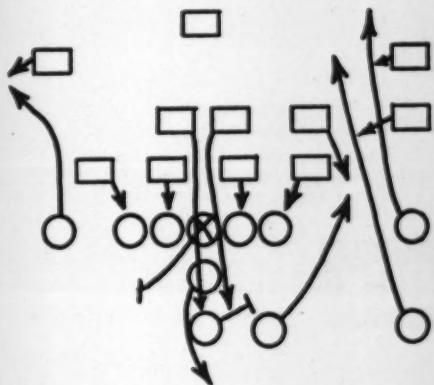
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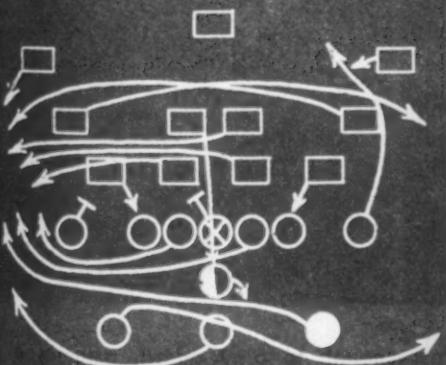
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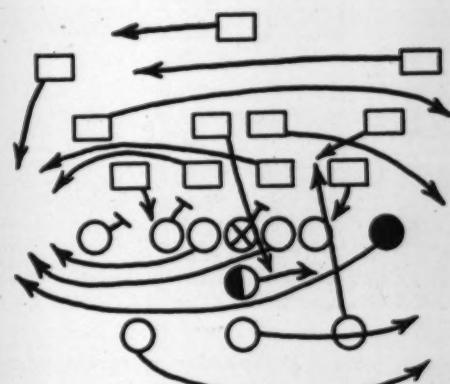
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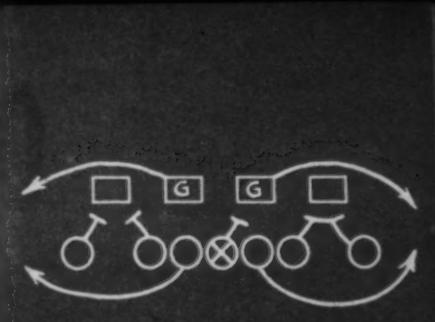
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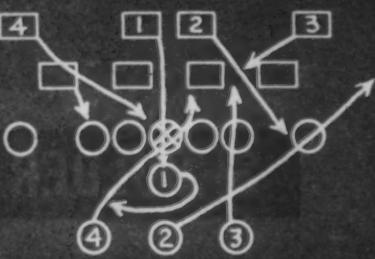
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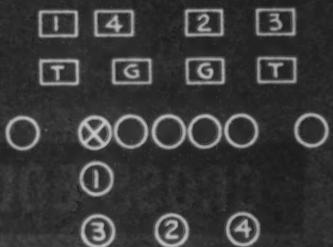
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9

# OFFENSIVE LINE PLAY



## SHOULDER CHARGE

From a three-point stance with the right foot back and the right hand lightly touching the ground, Savitsky steps forward with the back foot and drives hard into the opponent (Rocky Adams). To assure a wide



## CROSS-BODY BLOCK

As the opponent makes his charge, Savitsky "shuts the door" leading to the ball-carrier by throwing his body completely across the man's path. He places his head and shoulders on one side of the man and



## PULLING OUT

Savitsky, a tackle who is fast enough to play guard, assumes a stance with his right foot back, facilitating the pull in that direction. At the snap, he pivots on the left foot and steps back and out with

Demonstrated by **GEORGE SAVITSKY**  
ALL-AMERICAN TACKLE

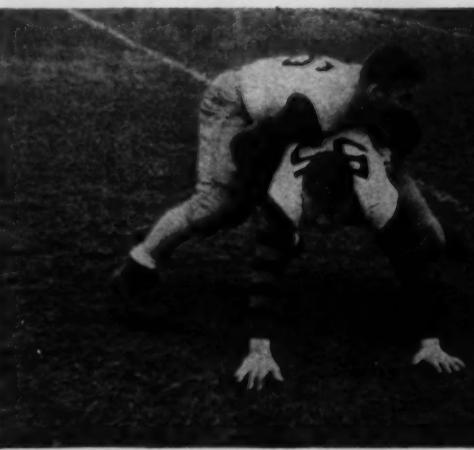
EXCLUSIVE **SCHOLASTIC COACH** PHOTOS

By **GEORGE MUNGER**, U. of Penn.



blocking surface, big George whips his fists up to his chest and spreads his elbows. He hits his man viciously with the right shoulder and side of the head, killing the man's

charge immediately and straightening him up. He maintains contact with short, choppy steps and, while applying pressure, forces the opponent back and to the side.



the opposite leg on the other. He smacks him with his hip, snapping it up hard as contact is made. When this contact isn't sufficient to bowl the opponent over, the job then

is to maintain contact. Savitsky does this by crabbing on all fours. He holds as high a bridge as possible with his back, keeping between the man and the ball-carrier.



the back member. Early speed is essential and at Penn we concentrate on the use of the arms in starting—using them in sprinting fashion. Savitsky demonstrates these points

nicely. He stays fairly low and drives hard. His path here is rather deep. The last picture finds him coming back to lead the play through the hole in the line.

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Many ex-coaches have found that their training and experience have helped them achieve outstanding success in life insurance selling. If you would like to find out something about your own qualifications for this dignified and profitable career, we invite you to send for our Aptitude Test. If your score is acceptable, you'll hear more from our nearest Manager. He will explain our excellent on-the-job training program and the Mutual Lifetime Compensation Plan, which provides service fees as well as liberal commissions, plus a comfortable retirement income at age 65.

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S-35

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MY INCOME  
THE FIRST YEAR"**  
—EX-COACH REPORTS

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Coughlin finds personal satisfaction as well as a greater income in his career. He says:

"I enjoy talking to people, and helping them with their problems. Further, I feel that I am of greater service to my community now. Most men with coaching or teaching experience have an ability to influence others. That's the reason so many ex-coaches are successful in life insurance selling. You, for example, may have all the qualifications for success in business. We invite you to send for our Aptitude Test. It will scientifically determine your qualifications for this well-paying career. Complete the coupon on the back of this page. A qualifying score makes you eligible for an excellent on-the-job training program."

# Play of the End

By JIM BENTON

as told to EDWIN F. HICKS

NOW that my playing days are over, perhaps it is not out of line to pass on some of the information I have picked up about the fine art of playing end.

I have been asked about the technique of pass receiving. It's rather hard to explain, but I would sum it up this way: A good pass receiver needs ability (including coordination and height), determination, a genuine liking for catching passes, a good team behind him, and a good passer.

In making the catch, you must be relaxed and must have your eye on the ball. It is quite possible to be tense just before making the catch and yet be relaxed the moment the ball enters the hands.

Mind and body should coordinate perfectly and unless the opponent is on your back, you should not be watching him. Even when he's on top of you, a quick glance is all that is necessary to determine how to play him.

When receiving the ball, the hands should give with the impact. Don't "fight" the ball. Many a pass has been dropped for this reason.

Basketball, in my opinion, offers excellent training for pass receivers. It develops neuromuscular coordination, faking ability, and a sensitive finger touch. I played basketball in both high school and college and am sure it did me a world of good.

A receiver must have some luck once in a while. Occasionally on a hook pass, I would take my eye off the ball too quickly, and the pass would go clear through my hands without my even touching it. Sometimes I caught the ball down on my wrists, and when I found that I still had the ball, I'd say to myself, "Well, you certainly were lucky on that one."

That was just what it was—luck. On hook passes, I believe it best to catch the ball against the body. Then, if you miss with your mitts, you still have a chance to catch it.

Good judgment of the ball is certainly a necessity for the receiver. The ball is judged in the same manner as an outfielder catching a fly

ball. Those who can judge the ball quickly will get to the ball and catch it, while those who can't judge quickly or who can't judge well will not even get to the ball.

The hardest pass for me to catch always was the one directly over my head. This type of catch requires plenty of practice, since you lose sight of the ball for a split-second just as it goes over your head. Short, hard passes over the line are also hard to hold on to.

The receiver also must have confidence in his passer. He must always figure that if he can break into the open, the ball will be there. And with a great passer like Bob Waterfield of the Los Angeles Rams, my battery mate for several seasons, that was the situation 99 out of a hundred times. The ball always was right where I wanted it.

Some ends just don't get much of a kick out of receiving a pass. They love to wham in there on defense or block out a tackle; but they simply don't care for the receiving part of their position. I liked to play defense and liked to block, too, but my chief delight was receiving.

Don Hutson, greatest of all ends in anybody's book, loved to catch the ball. It's hard to say, since he was in a class by himself, but if Don had had to depend upon ducking and dodging and out-maneuvering the opposition a little more than he did, he might have been an even greater pass receiver than he was.

Here is the point I'm trying to make: When Don tried to get behind you, he'd come plenty fast, and you'd think he was going all out. Then he'd change pace—shift into top gear, and he'd leave you in a flash. He'd be in the clear, and it was just too bad.

He didn't have to duck and dodge like I did to get into the open. If he had been a dodger, with that tremendous speed of his, the whole backfield and the center, too, couldn't have put a hand on him.

(Continued on page 16)

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Don not only was the greatest all-around pass receiver, he was a great defensive player, as well. And he always was in my hair. Since he stood about six feet and weighed 180 pounds, he wasn't quite rugged enough to take the front-line hammering on defense. So, on defense, he always played halfback, and he always covered me.

I am 6-3 and weigh 225 pounds. But Don would cover me like the dew covers Arkansas on a spring morning. While Don always played clean, the Green Bay coaches knew what they were doing when they put him on my back.

He had the speed I've already mentioned and, being the best end in the business, he always knew what the other end was trying to do. I rarely ever got into the open with Hutson around. I considered myself lucky even to get my hands on the ball.

One day, in desperation, I tried a new trick on Hutson—I didn't dodge him at all. I was going down field, and there was Don coasting along waiting for me to tip off my move. Instead of the usual thing, I turned directly towards him and ran almost into him before swerving. That threw him off-balance, and Waterfield sent the ball into my arms. I tried that little strategy two or three times against the Green Bay team, and it worked each time.

I've been asked who gets the worst battering, the passer or the end receiving the ball. Usually it's the passer. He has to stay back there coolly, paying little attention to the big linemen hurtling towards him. Believe me, that takes nerve, since the passer is not set to offer any kind of resistance. I take my hat off to the passer who can stay in there and pitch, when his blockers are letting the other guys through.

The Cleveland Browns didn't quite live up to their advance billing in the single game I saw them play last season, but they certainly exhibited some very classy football. In one thing—protection for the passer—they were a stand-out. I don't see how they give Otto Graham all that pass protection, but they certainly do it. He can really throw that ball accurately, too.

Sometimes it also is pretty rough on the end. The rules for interference with a pass receiver are pretty strict. The other team gets first down on the spot where the interference occurs. But this rule works both ways. The offensive receiver may interfere with the defensive players, too. And when two teams are playing under pressure, things can get rough.

The 1946 game between the Chicago Bears and the Rams for the

Jim Benton is generally recognized as one of the two or three greatest offensive ends of all time. Among his accomplishments are 12 passes caught for 202 yards and two touchdowns, against the New York Giants in 1946; ten passes caught for 303 yards and one touchdown, against the Detroit Lions in 1945; 63 pass receptions for 981 yards and six touchdowns in 1946; and 49 receptions for 1,060 yards and eight touchdowns in 1945. By way of comparison, Don Hutson caught 70 some-odd passes for 1,200 yards in 11 games in 1942, and snagged 14 passes for 235 yards as a one-game record.

Western division leadership was just about the roughest contest in which I ever worked—and I mean worked.

I was interfered with three times in that game. The first time their safety man tackled me as I was about to catch a pass. Another time the line-backer got hold of my jersey. And on the third occasion, a left halfback interfered just as I was about to catch a pass on the Bear four yard-line. It was the smart thing to do. If I had caught the pass, I would have scored. The Bears took the game, 27-21.

No good end begrudges any of the praise the man who passes to him receives. It is not a 50-50 proposition. The passer has the harder job. A guy who can put that ball between your mitts is more precious than rubies to the receiver.

I was asked recently to rate the passers whose tosses I have received. In my opinion, Bob Waterfield is the best passer in the pro game. Sid Luckman, for whom I caught while playing with the Chicago Bears in 1943, is a very close second. Dwight (Paddlefoot) Sloan and Jack Robbins, who pitched to me at the University of Arkansas, both rank third. Fourth is Parker Hall, who passed for me when I was with the Cleveland Rams. Next I rank my high school passer at Fordyce, Ark.—Don Darling.

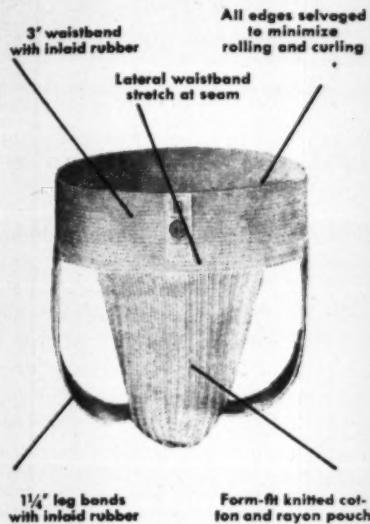
All these passers had good arms, and that, of course, is the No. 1 requirement. Bob Waterfield is as accurate with a football as a Tennessee mountain boy with a squirrel rifle. I could be squirming along to get in the clear, and come out with my arms outstretched and just shut my hands, and there would be the ball in between them.

Or I could head down field, turn back and throw a defensive man off my track, and when I got in the

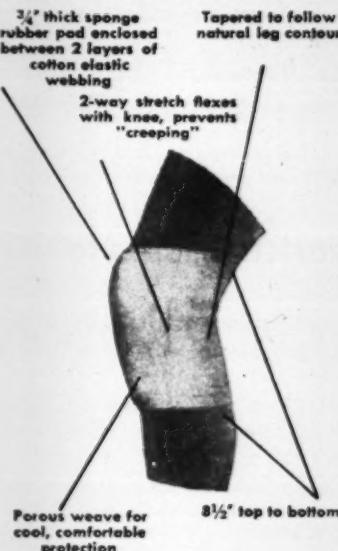
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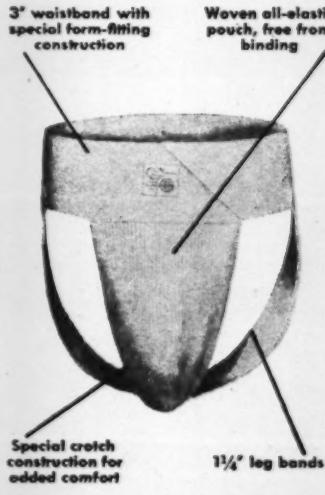
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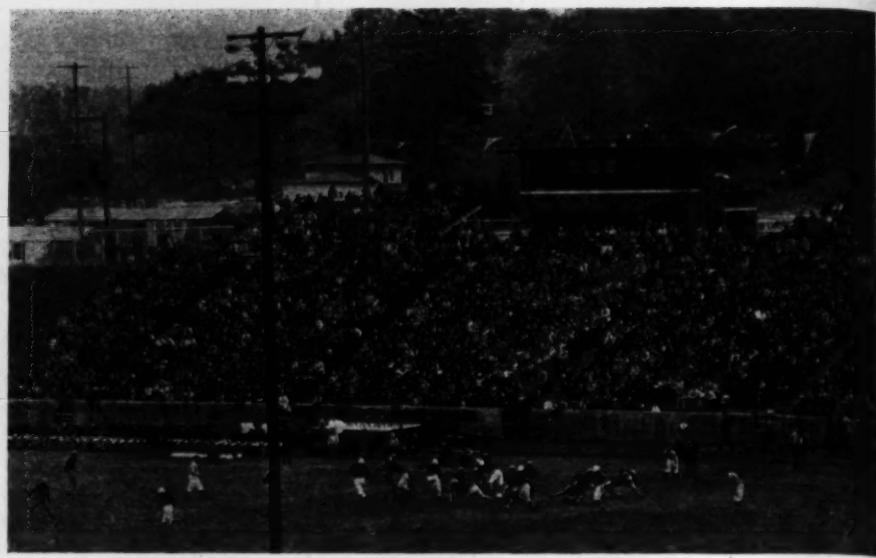


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# A Model Small-School Sports Plant



Westward, ho! on Angell Field, Kalamazoo College. This permanent concrete stand seats 2,800 and has a modern, fully equipped press coop to the rear and center.

**K**ALAMAZOO COLLEGE is justly proud of its new athletic plant. Although not yet completed, it is regarded as one of the finest small college plants in the country.

Started with a gift of land plus a \$50,000 donation from Mr. William R. Angell, of Detroit, the plant is already in operation. The football field, for example, was completed in 1946. Dedicated to the memory of Mr. Angell's son, Lt. Chester M. Angell, who was killed in action in 1944, the area now includes playing space for football, a running track, concrete stands on one side of the field, and a modern press box and concessionaire.

In two seasons of play, Angell Field has proven its capabilities as an all-weather playing surface. Drainage tile beneath the surface keeps the field relatively dry even after a hard, driving rain.

By RUSSELL A. STRONG

The lighting for night games is furnished by nine poles, four on one side and five on the other.

The five poles are located on the east side of the field opposite the cement stands, and are 24 feet from the playing field. The four poles on the west side are set on top of the hill behind the stands, and are 100 feet from the field proper.

The poles are made of wood, with the east poles 60 feet high and the west units 80 feet high.

Each pole carries eight floodlights, making a total of 72 floods. The total wattage (108,000) meets Class C. specifications. Like most plants, we operate at 10% over-voltage.

Additional revenue is accrued through outside rentals. One of the local high schools rents the field for its home football games in the

fall and for night track meets in the spring.

Last spring the field was also the site of the MIAA conference track meet, the Southwestern Michigan High School Track and Field Meet, and the Southwestern Michigan Class A high school conference meet—all of which were held under the lights.

At the northern end of the playing area is a modern electrical scoreboard which may be operated from either the field or the press box.

The stands on the west side of the field are of permanent concrete construction. Seating 2,800 people, they may be entered from the running track or from the parking area in the rear. Inasmuch as the stands rest against a hill, entry from the top is made at grade level on either side of the press box.

Temporary bleachers are located on the east side of the field and also on the west side at both ends of the press box, above and behind the permanent stands.

The press box comfortably accommodates 15 writers and scouts. At either end of the enclosure are booths with telephone communication to the players' benches, for use by both home and visiting coaches.

The public address system also originates in the lower portion of the enclosure, and there is telephone service for anybody desiring it. The roof of the press box is readily accessible to photographers. Entry to the box is by a spiral staircase at the south end.

Beneath the press box, on a level with the top of the stadium, is a modern concessionary, behind which

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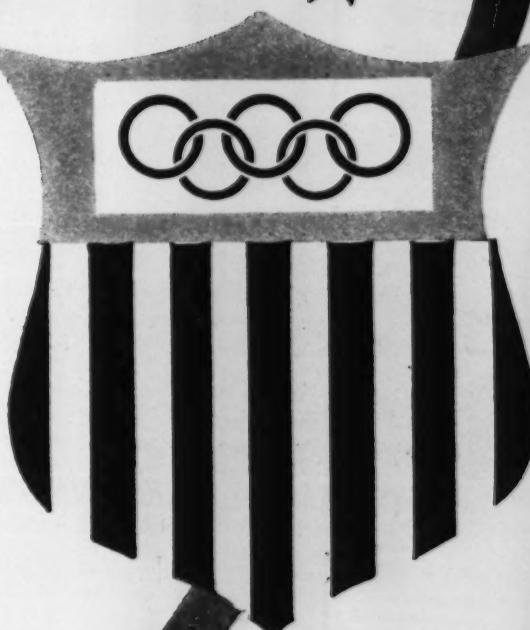


Bird's-eye view of the field showing the floodlighting layout—five poles on the east side and four on the west (behind the stands). Each pole carries 8 floods.

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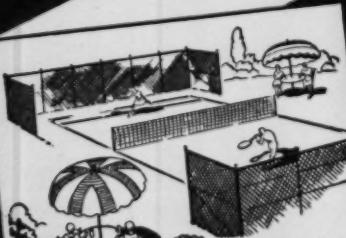
Stewart Fences and Metal Specialties meet virtually every school requirement. In addition to the products shown, there are such items as: window and sky-light guards; wire mesh partitions, steel gates; flag poles, steel settees; bronze plaques and many others. If the products in which you are interested are made of iron, wire or bronze, it will pay you to write us.



Stewart Chain Link Wire Fence is available with or without barbed wire overhang arrangement. Style 3TH (three wires) is shown. Style 5TH has five wires at top, and 0TH, no wires.



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are rest rooms for men and women.

The running track is a quarter-mile affair with a 220-yard straightaway on the west side of the field in front of the stadium. The field events are situated at the ends and the west side of the gridiron.

Future plans call for the construction of a baseball diamond and a modern field house. The diamond, which may be ready for the 1949 season, will be located above and behind the west stands of the football field.

The seating for this area will take the form of temporary bleachers. The distance down either foul line will probably be about 290 feet and the outfield will also provide for a practice gridiron.

The field house will be situated at the north end of the gridiron, and will be constructed exclusively of brick and tile, with long windows on the south side of the building overlooking the stadium.

A running track will be laid out inside, encircling the basketball court. It will have a 60-yard straightaway and 12 laps will constitute a mile.

Space will be provided in the building for offices, classrooms, squash and handball courts. All dressing facilities for football, baseball, and track will be located here, and ample parking space will be provided nearby for spectators.

Angell Field will, on completion, present a compact unit for the use of Kalamazoo College students. All units will be of a size in keeping with future enrollment plans.

The plant will enable the school to furnish an athletic program as full as any curriculum offered by the academic departments of the college.

Russell A Strong, a graduate of Kalamazoo College (1948), is state editor of the *Kalamazoo Gazette*.

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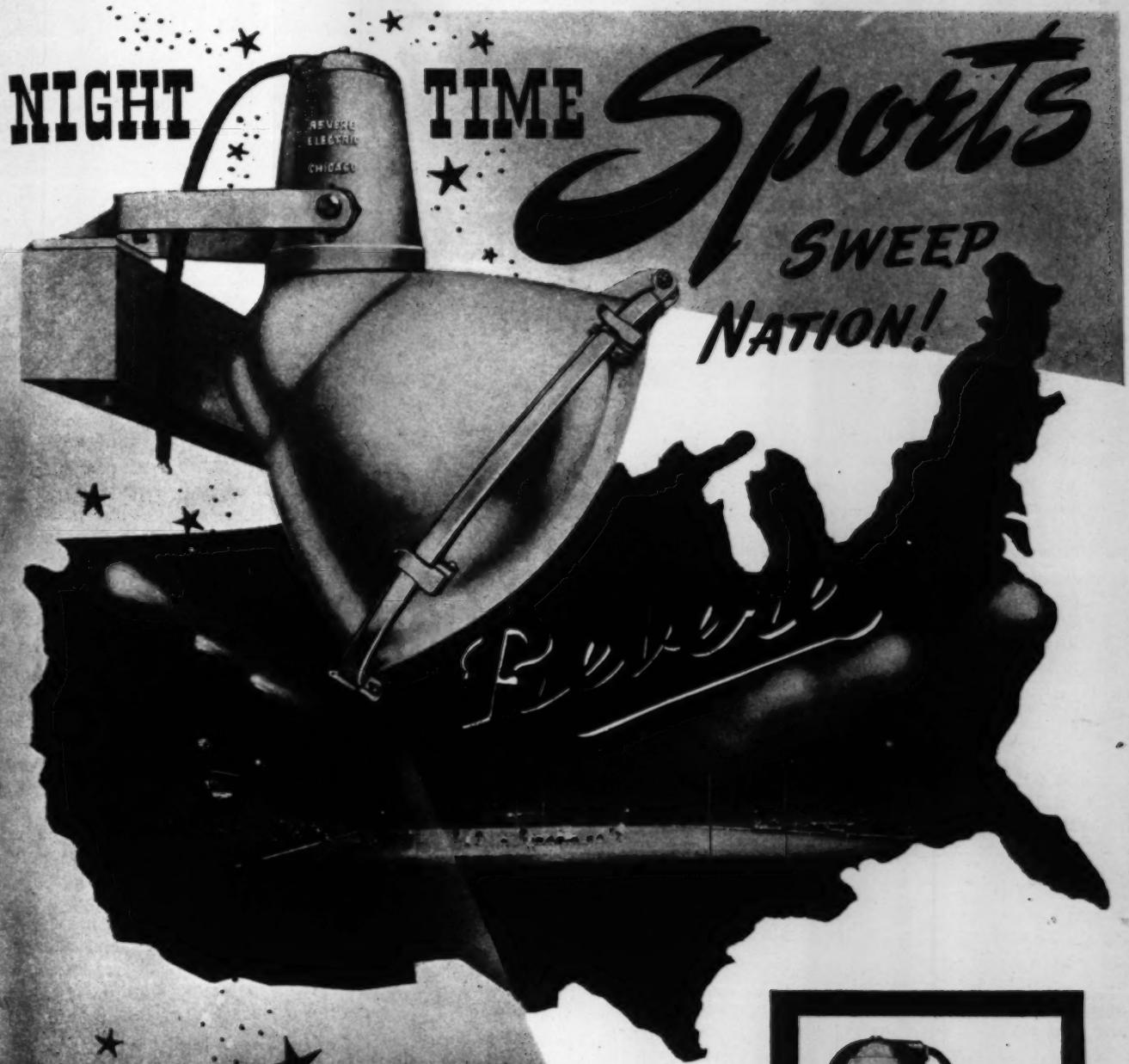
I am a qualified instructor  . I wish to become a qualified instructor. Please send me the training course outline and study manual  . I would appreciate help from the National Rifle Association in finding a properly qualified instructor in my community  .

Send complete information on how to start a rifle program  .

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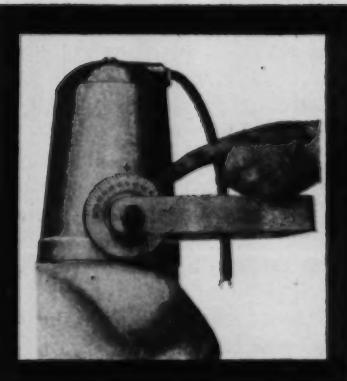


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JUDGING by its growth in recent years, interscholastic soccer has finally "sold" itself as a wholesome, fun-full sport ideally adapted to youths of high school age.

While still not the spectator sport that football or basketball is—at least not in America—it has just as much to offer in the way of physical and mental values.

Agility, stamina, coordination, and a keen sense of teamwork are the fruit of a properly supervised soccer program, and it will behoove the high school administrator to explore the possibilities of this sport when contemplating additions to his athletic program.

Unfortunately, few schools possess faculty members capable of coaching the sport. Most of the men pressed into service have had little playing experience and hence find the job a bit overwhelming.

The organizational problem is particularly harassing to the beginning coach, and the suggestions that follow are offered in the hope that they will expedite the over-all planning of the program.

First is the matter of picking the squad. Do not pick only the big fellows. Give everybody a fair chance. The smaller boys, as a matter of fact, usually develop more quickly. They are usually faster, more agile, and more ambitious. Remember, sheer physical strength and height are not too important in this sport.

Before sending the squad into a scrimmage or game, make sure each boy is physically fit and that his equipment is satisfactory. Since most schools have the boys buy their own shoes, check to make certain that the shoes are of the right size and fit and that there are no nails inside or outside where studs have become loosened.

See that the studs or cleats are properly affixed and that each boy wears shin guards. A boy cannot kick properly if his shoes are too small, too large, not properly laced, or have insufficient studs.

Since most boys will be playing organized soccer for the first time, be sure to teach the entire squad the rules of the game. These are few and simple and, when properly understood, add immeasurably to the enjoyment of the game.

Above all, teach the entire squad the relative positions on the team, what they are to do, where they are to play, and the territory for which they are responsible. The rules and the playing of position may be covered gradually during the first two weeks of practice.

The first technique to teach is heading the ball. Use a light ball,



## Organization for Soccer

By PETE RENZULLI

One of the greatest professional soccer players of all time, Pete Renzulli is now Eastern chairman of the U. S. Soccer Football Association's Junior Committee.

such as a volleyball, for the first few sessions so that the boys will not be afraid to head it. Impress them with the fact that the head should meet the ball and not the ball meet the head. This is important.

Gradually increase the weight of the ball, progressing from (1) a volleyball, to (2) a light soccer ball not fully inflated, to (3) a light soccer ball fully inflated, to (4) a regulation soccer ball fully inflated.

You may then organize the squad into groups for competition in heading. Determine which boys are the most proficient, then have these boys form a group to decide which boy is the best. This type of competitive practice will stimulate interest in this vital art.

The next step is to teach the players how to use their instep in kicking. Make sure to avoid the common mistake of practicing with a "dead ball"—a ball that is not moving. Have the boys practice against a rolling or thrown ball.

Get each player to point his toe

toward the ground so that it just clears the turf, and practice this technique until each boy develops the "feel" of the instep meeting the ball squarely.

Now gradually increase the distance from which the ball is rolled or thrown. Once the boy acquires the "feel," he will be able to kick as he should.

A paradox manifests itself here. All boys have had the experience of kicking a football with their insteps. Yet this doesn't seem natural when kicking a soccer. They won't use their insteps unless they are properly taught to do so. The boy must be taught to kick with his instep with the ball coming to him at different heights.

The same plan should be followed in teaching the player to stop and trap a ball. Start slowly by tossing the ball to him, permitting him to use his body or foot in trapping. Then gradually throw or kick the ball harder so that the stopping and trapping action becomes automatic.

After the rudiments of kicking, trapping, heading, etc., have been demonstrated and practiced, the boys may begin scrimmaging. Always scrimmage with 11 men on a side. In no other way can the importance of playing in position be properly stressed.

Select your first team at the outset, then place the five regular forwards on one team and the five regular backs and goalie on the other. The advantage of playing the stronger line against the stronger backfield is apparent.

After a short session with this type of setup, play the first forward line and half backs against the first full backs and goalie. This furnishes practice in teamplay and gives the half backs practice in properly feeding the forward line.

Following this second short session, finish the day's scrimmage by matching the entire first team against the scrubs.

Many coaches concentrate so hard on their first team that wholesale graduations "murder" them, forcing them to develop almost an entirely new team the following season. For this reason, it will pay you to spend more time on the development of the squad as a whole, particularly on those boys who will be available next year. Never ignore the scrubs and reserves.

Give the boys encouragement when they first come out for practice and continue to encourage them. A boy will not try out for the team unless he believes he has a chance to make the varsity.

(Concluded on page 78)

# *There's an Element of Chance*



AT THE RACES



IN A FOOTBALL GAME

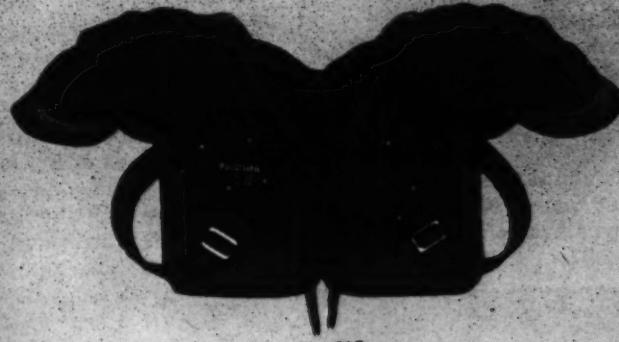


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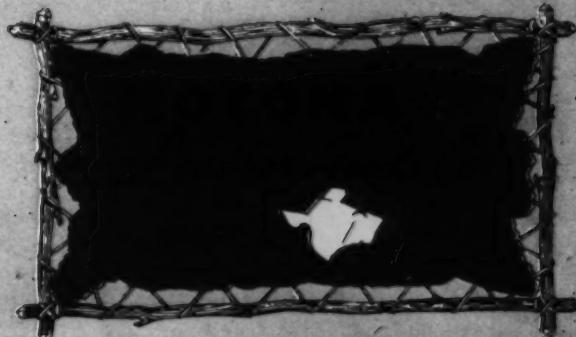
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## Your Training Room

ASK a coach whether he had a good season last year and invariably he will reply in terms of games won and lost. How many men will think of the total athletic program when this question is asked?

How many men will say in effect, "Sure we had a fine season. Nearly 500 boys participated in our program and they all had a lot of fun and no one was seriously injured."

The care of injuries is a basic educational responsibility—the very least we can do for our athletes. Boys who know that adequate facilities are available in case of injury, can participate with a much freer mind with much better results.

This, in brief, is the reason why every school should have a practical, adequate training room and the services of a doctor and nurse.

Accessibility should always be kept in mind when choosing a site for the training room. That's why most training rooms are located near the shower and locker facilities.

The floors should be constructed of a material which is easily cleaned with soap and water. Linoleum, tile and concrete are commonly used.

Windows should be ample enough to permit plenty of sunlight and to promote a good circulation of air when opened.

The artificial lighting should be intense and arranged so that it adequately illuminates every part of the room. Best results are obtained when the lighting fixtures are mounted at a height of seven feet.

The floor walls should be painted with a rubberized paint, of a color which easily reveals dirt. Grey is

By GILBERT B. DODD

Gilbert B. Dodd coaches and directs the department of health, physical education and athletics at Taylor University (Upland, Ind.).

suggested for the floor and white for the walls and ceiling.

In selecting the training materials and first-aid supplies, several general principles should be observed. In purchasing tape, for instance, the coach or trainer should buy from a reliable company which guarantees its products. Beware of "bargain" tape! Too often such tape has no adhesiveness.

It is a good idea to buy the tape in rolls cut to assorted widths. This practice tends to avoid waste and is very convenient.

Prepared bandages are inexpensive and easy to apply. Most of the companies which manufacture athletic tape also have a line of prepared bandages. The type which is sealed in sterile cellophane enclosures is to be desired.

All jars and cans containing training and first-aid supplies should be clearly labeled as to content. Charts, prepared by art students, showing the various massage strokes or illustrating the steps in applying a pack are very useful visual aids to set up on the walls of the room.

Since most training rooms are gloomy, hospital-like affairs, it is also a smart idea to include some humorous posters for relaxing purposes.

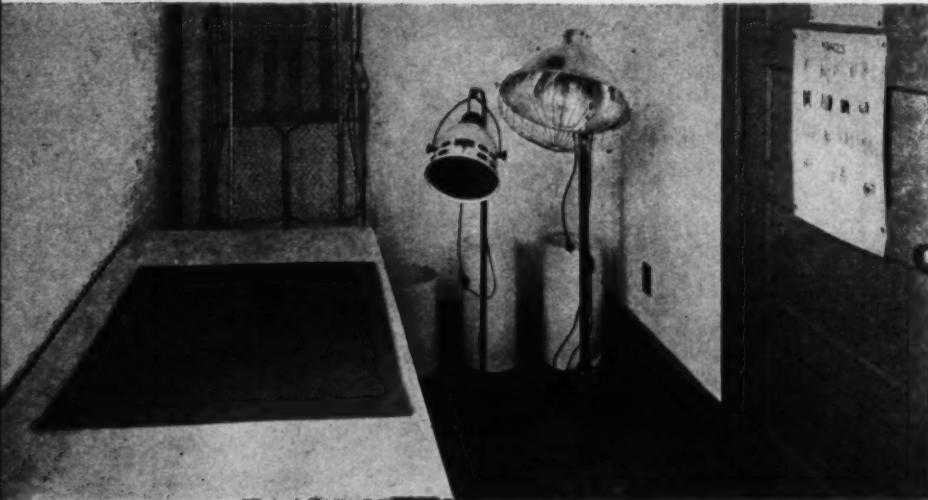
Dustproof cabinets are needed to house the first-aid supplies and equipment. In many schools, the industrial arts department can build such cabinets at a reasonable cost. These, too, should be painted white.

A combination examination and massage table is needed with a foam pad on top for the patient's comfort. A highly desirable set of dimensions are 72 in. long, 36 in. high, and 24 in. wide.

Besides a full line of training supplies, the room should include heat lamps, towels, a stretcher, a cot, hot plate, and splints. Where funds are available, many more expensive items may be added.

The training room may also serve as a clinic for the school doctor or nurse. Since the services of the medical profession are often needed for athletic injuries, this dual-purpose room has much to recommend it.

**Warning:** It is important to allow only those persons being treated or who are waiting to be treated to congregate in the training room. Otherwise the training room will tend to become a general loitering place for the entire student body.



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# Eliminate the BOO!

By HOMER LEECH

AFTER refereeing my share of high school and college basketball games, I have come to one conclusion: No matter how hard a referee works to call a fair game, he is going to lose more friends than he wins.

This is a sad commentary on the state of the nation's sportsmanship. Sports are supposed to furnish invaluable training in the ability to give and take. Yet everybody seems intent on taking nothing and giving everybody else "the devil."

An observer may ask: Are our boys getting the training out of sports that we want them to get?

Are we going to stand by and let our spectators boo, hiss, and throw pop bottles at the men who are trying to enforce the rules?

Are we going to stand by and let coaches walk out on the floor and challenge the officials to the typical bully type of alley fights?

Are parents going to let their boys go through the important training period with the idea: "We will win or else some one besides me is going to take the blame?"

I think it is time our universities cracked down on the sportsmanship problem. The high schools take their lead from the colleges, and once the colleges start cleaning house the schools are sure to follow.

I further think that our coaches, players, and, above all, spectators should be educated on the rules of the game. To prove that most uprisings are caused by a faulty knowledge of the rules, I have collected 13 examples of "boo" generators—actual game situations the misinterpretation of which have led basketball crowds to boo the official.

1. Player A is dribbling in back-court. Player B deliberately fouls him. How many free throws are awarded A?

2. Player A attempts a shot. Player B, in attempting to prevent the try, hits Player A on hand. How many free throws does A get?

3. On a court with a 3-foot restraining line, A has ball out of bounds. As A throws ball in, B intercepts in the 3-foot restraining area. Whose ball is it?

4. Team A is in front court. Player A-1 throws ball to Player A-2 who is in back-court. A-2 jumps as he receives ball and lands in front-court, never touching floor in back-court after he receives ball. What is the ruling?

5. Team A sinks a free throw in Team B's basket. Which team is credited with the point?

6. Player A has ball and falls to floor. He does not slide but gets up and passes. Is it steps?

7. Team A shoots ball which hits ceiling then goes into basket. Does goal count?

8. Player takes six steps in between dribble. Should steps be called?

9. Player A receives pass and tosses ball over B-1's head. He runs around B-1 and before ball touches floor, hits it over head of B-2. Ball then touches floor and A continues his dribble. What should be called?

10. While ball is in play, score sounds horn for a substitution. Officials ignore horn but substitute comes on floor. Is this a foul?

11. Team A has ball and shoots for goal but misses as horn sounds for end of first quarter. Who gets ball at beginning of second quarter?

12. Jump ball between A-1 and B-1 in front-court. A-1 taps ball to A-2 who dribbles ball back across 10-second line. What should be done?

13. When ball is handed to player inside free-throw circle, does he have to attempt the throw?

Answers: (1) 2; (2) none; (3) A; (4) B ball out of bounds; (5) A; (6) yes; (7) yes, unless special ruling has been made before start of game; (8) no; (9) nothing, it is legal; (10) yes; (11) neither team, it is a jump ball; (12) nothing; (13) yes

I would suggest that every student body be given this test. They may be told, semi-facetiously, that if they answer a dozen of the questions correctly, they will be given a license to boo any official who makes a mistake.

If they miss more than three questions, they must promise never to stand up and comment on poor officiating.

And if they miss five or six, they will be charged with studying the rules before attending their next game and then slip in and sit very quietly—because the questions represent only 13 out of the 500 situations that might arise during the course of a game.

Homer (Red) Leech, prominent official and instructor at Carrollton (Mo.) High School, prepared this article originally for the Carrollton Missouri Daily Democrat.

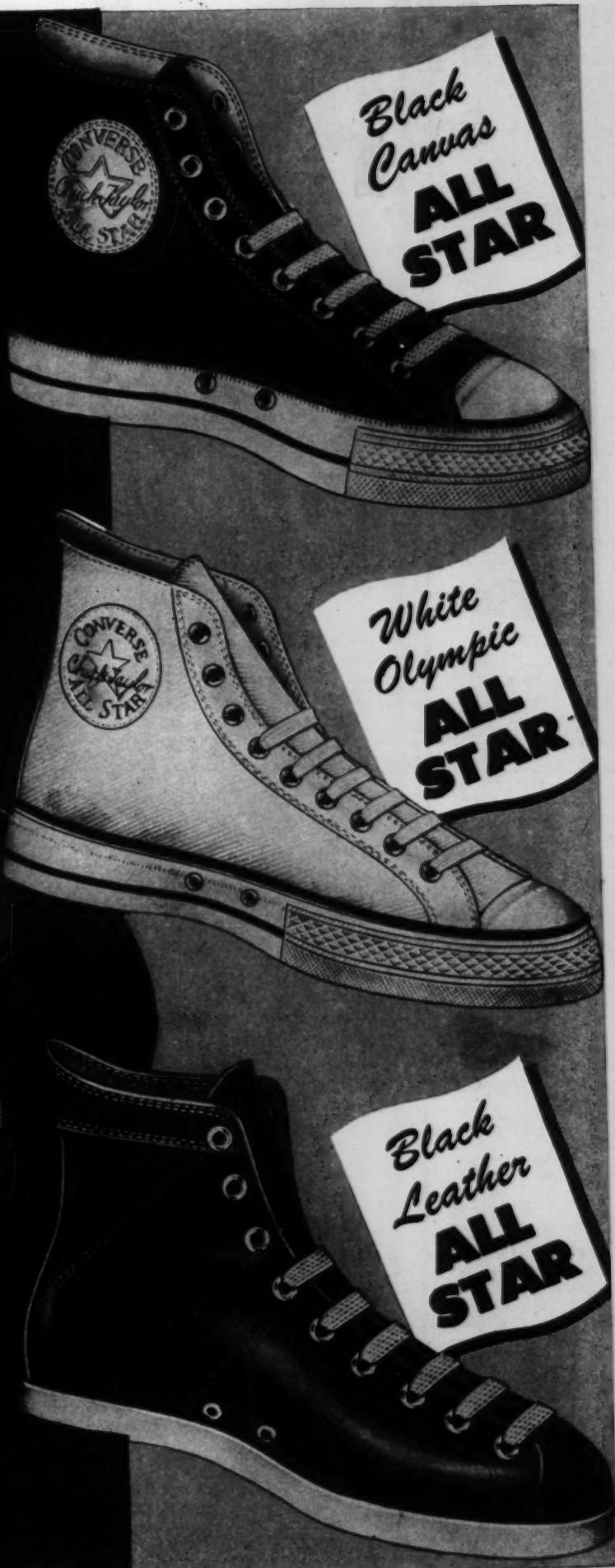
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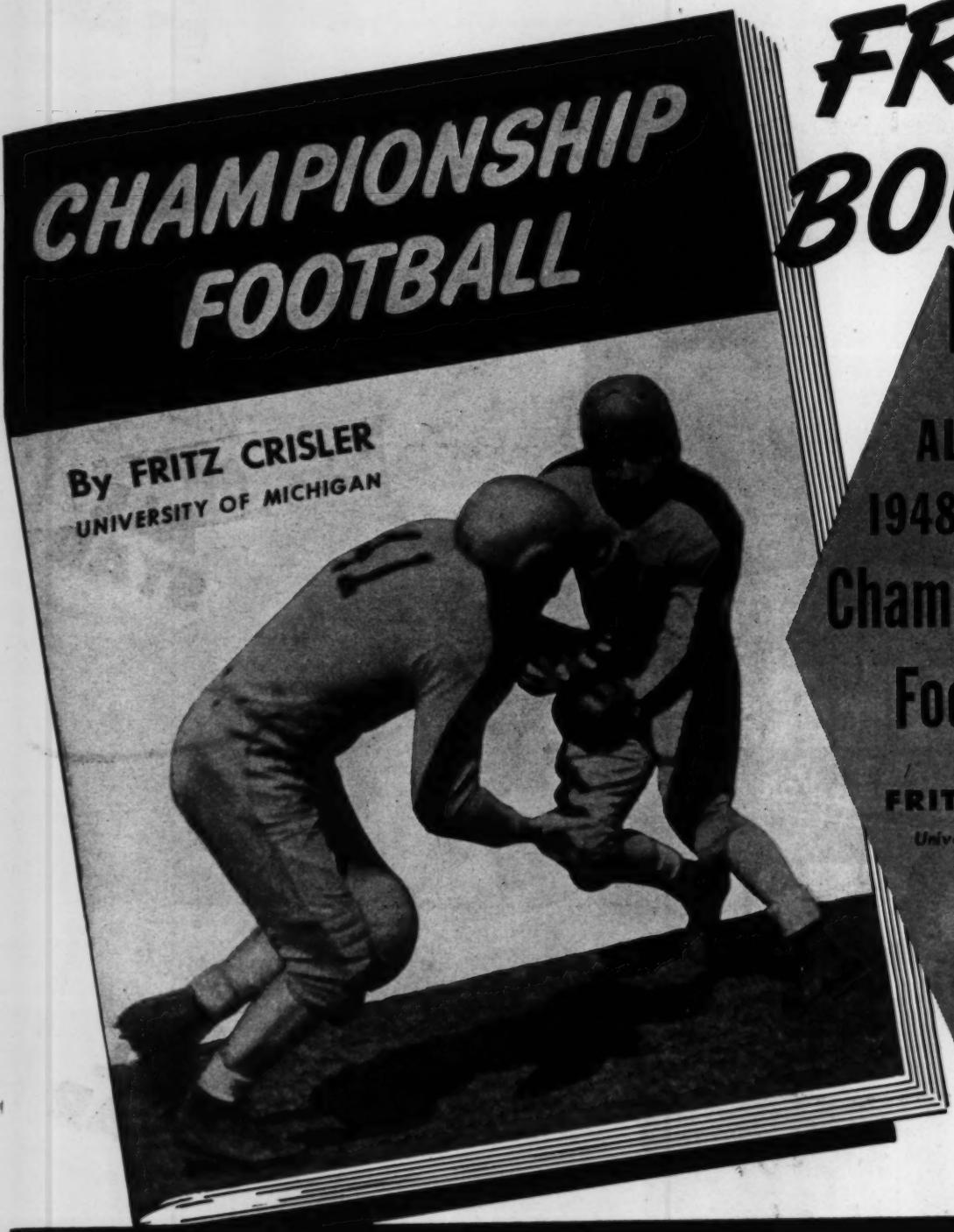
*'Chuck Taylor'*

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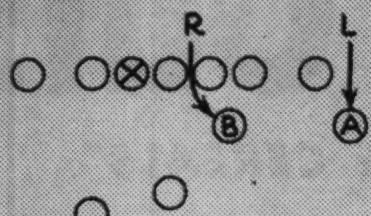
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School . . . . . Squad Size . . . . .

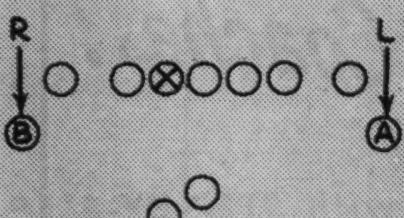
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Town . . . . . Zone . . . . . State . . . . .

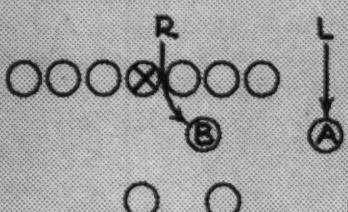
**Diag. 1**  
Single Wing



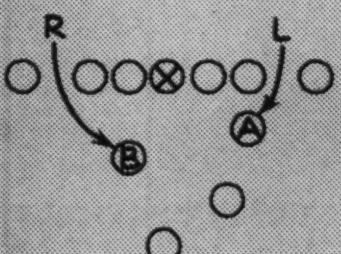
Double Wing



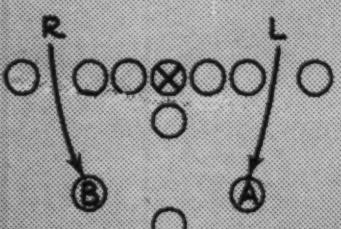
Notre Dame



Short Punt



"T"



# Simplified PASS DEFENSE

**T**HE relative merits of the two major systems of pass defense—zone and man-for-man—have been debated for years without anybody converting anybody else.

Speaking for myself, I prefer the man-for-man, principally because it enables you to spot mistakes and correct them immediately, which isn't always the case with the zone.

Many advocates of the man-for-man designate certain offensive positions for coverage. A line backer, for instance, may be instructed to cover the offensive wingback. If this wingback goes in motion behind the line, the line backer must go across the field with him, leaving a gaping hole in the defensive backfield.

The smart thing to do is to teach your line backers to shift their assignments according to the pre-snap movements of the offensive backs. This will simplify their work and maintain the integrity of your defensive positions.

I use two, three, and sometimes four line backers, assigning them to the opposing backs according to the latters' relative positioning. Our halfbacks always cover the offensive ends. This gives them a chance to observe the ends during the split-seconds it takes the latter to commit themselves either to block or to break downfield for a pass or as a decoy.

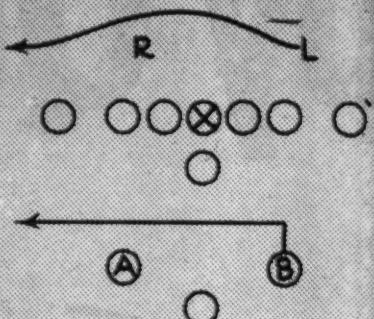
If the end blocks in the line, the half moves up for a running play. If the end moves downfield, the half picks him up and tries to keep between the man and the goal line. He plays the man until the ball is passed, then goes after the pass.

Since most high school teams seldom send more than two backs downfield for passes, let us examine the various formations and see just which backs are commonly used and just how you may cover them.

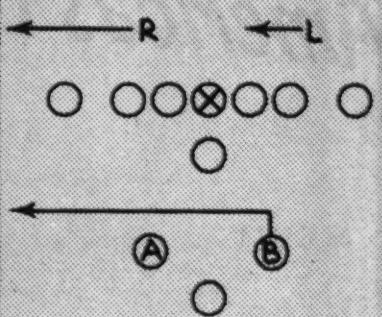
Diag. 1 depicts the single wing,

**Diag. 2**

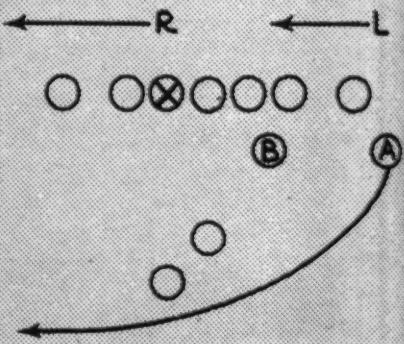
Wrong



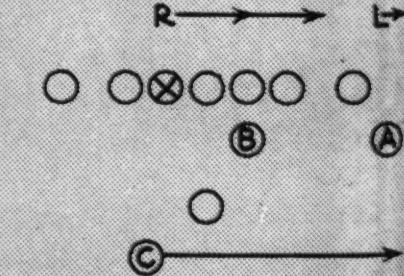
Right



**Diag. 3**



**Diag. 4**

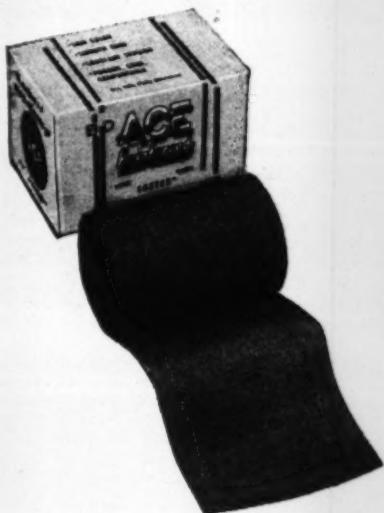


By J. A. THAYER

# Does power protect itself?

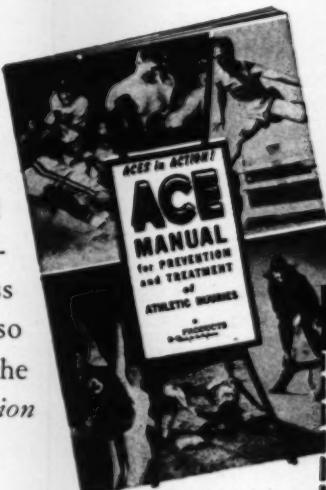
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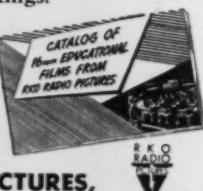
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double wing, Notre Dame, short punt, and T formations. Backs A and B are those most commonly employed as receivers downfield or in the flat.

When using a 6-2-2-1 against any of these formations, we customarily assign our two line backers the duties of covering A and B—as long as the relative positions of A and B remain unchanged prior to the snap.

Suppose, however, that A, in the T formation, moves across to the left and becomes a flanker. If we permit the left line backer to follow this man, we will weaken the position he vacates and leave it wide open for a split-buck play.

The smart thing to do is to have the right line backer go wide with the flanker (who has, in effect, become a wingback) and let the left line backer cover Back B, since the formation has changed from a basic T to a very wide single wing (**Diag. 2**).

In the case of a single wingback going in motion behind the line, the same switching of assignments takes place (**Diag. 3**).

Should any other opposing back go in motion prior to the snap, our assignments again change, as the man becomes a wingback or at least fills that relative position (**Diag. 4**).

In this particular instance, we would change our defense to a 5-3-2-1 or a 6-3-2 in order to make a third line backer available to cover Back B, inasmuch as our left line backer, L, has gone wide with Back C and our right line backer, R, must move over to cover Back A.

**Diag. 5** delineates the assignments of our triple line backer system against the major formations.

Our left line backer covers Back A; our middle backer covers Back B in the single wing and Notre Dame formations and covers the two middle offensive backs in the double wing, short punt and T; while our right line backer covers Back B in the double wing, short punt and T, and the two back men in the single wing and Notre Dame formations.

You will note that the men most likely to go downfield for passes are covered by the men nearest them. In the Notre Dame system, for example, the fullback ordinarily blocks for the passer. Line backer R, assigned to both the fullback and tailback, will know in a split-second whether the play is to be a pass or a run and will have ample time to move over to cover either man.

If the line backers are trained to point out and call their assignments before the snap of the ball, the coach will be spared a few gray

hairs. It is very reassuring to sit on the bench and hear your boys calling out, "This is my man." This system will leave no doubt in any one's mind as to just who is covering the opposing backs.

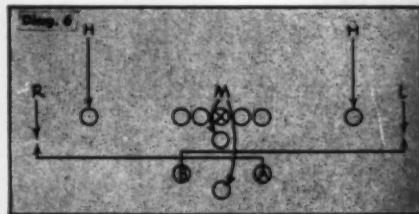
What should your boys do if the opponents break out in a brand new formation? Simple — have them take time out as soon as the opponents line up for the play, huddle, point out the various positions in the new formation, choose which men to cover, and resume play.

While it sounds complicated, it actually isn't. What's more, you will soon find your boys becoming defense-conscious and taking pride in their ability to fathom tricky formations.

We usually instruct our boys to take time out after the opponents line up for their first play, even though the formation may be familiar. A brief check at this time prevents any chance for error on the coverage.

Some coaches may object to this system on the grounds that the man-for-man is no good where the opposing player can outrun the man who is covering him. That's right—but the objection is just as valid for the zone defense.

If the opposing man can outrun the defender and if the passer can get the ball to him, a certain number of passes will be completed regardless of the defense used.



With a man-for-man, however, it is possible to assign your best defensive man to that particular player. This can't be done so easily with a zone.

Some T's occasionally feature wide-split ends and wide flanking halfbacks (**Diag. 6**), with both ends and the flanking halfbacks employed as decoys and the ball going directly to the fullback for a pass to the quarterback.

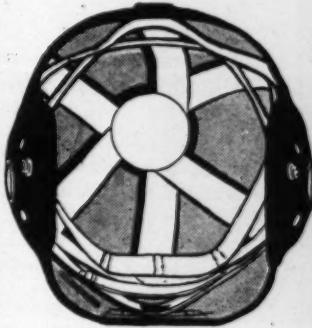
Line backer M will be able to tell that the play is a pass and that the quarterback is just as obviously going downfield as a potential receiver. We saw this play used twice last year in high school games—both times against the zone defense and both times for touchdowns. We don't think it would have worked

(Concluded on page 34)



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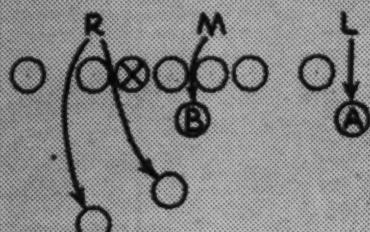
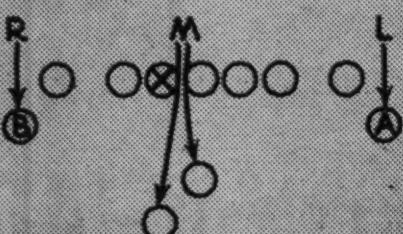
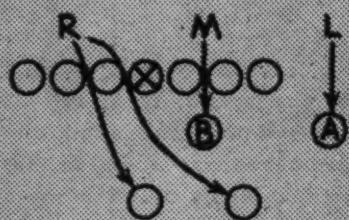
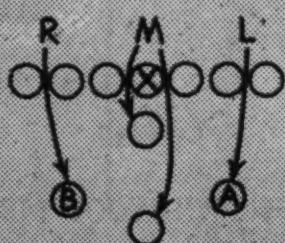
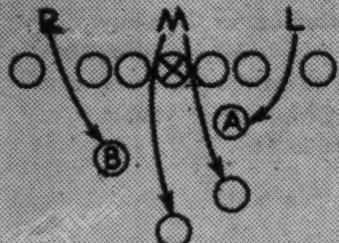
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**Diag. 5**Single WingDouble WingNotre DameShort Punt

so effectively against the man-for-man.

Further refinements of the man-for-man can be easily worked out by using the 5-4-2 or 4-4-2-1 defenses. In either case, the defensive halfbacks should continue to cover the offensive ends and the four line backers should be placed on the four opposing backs.

**Diag. 7** outlines the assignments of the four line backers against the major offensive systems. The line backers, especially the two middle men, are continually impressed with the need for calling out their opposing backs.

In teaching this simplified system of pass coverage, the coach should keep in mind that all assignments are set up on a pre-snap basis and that any backfield shenanigans after the snap will not change the pre-snap assignments.

In conclusion, a word from Lynn Waldorf on the subject of pass defense: "Rushing the passer is about half of any pass defense. A good passer will complete a big percentage of his passes if he can take all the time he wants."

"If the defensive line forces him to pass before his receivers are in the clear, or before the defensive backs have been decoyed out of position, the passer will not be nearly as effective. He will be forced to throw hurriedly with a greater chance of the ball being misdirected so that the defense stands a better chance to intercept."

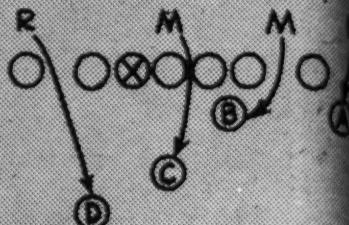
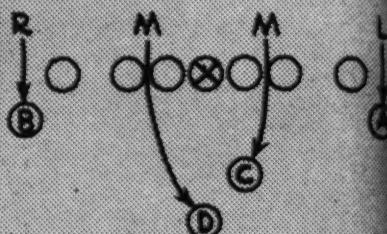
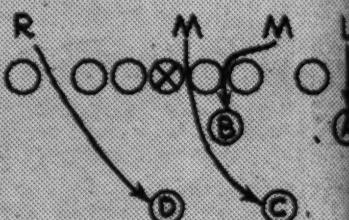
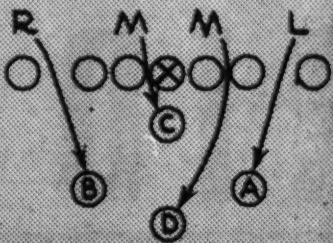
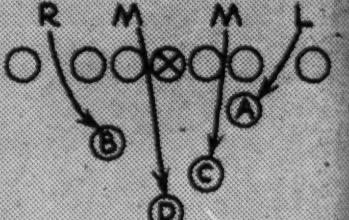
"Rushing the passer is the surest way of preventing long passes."

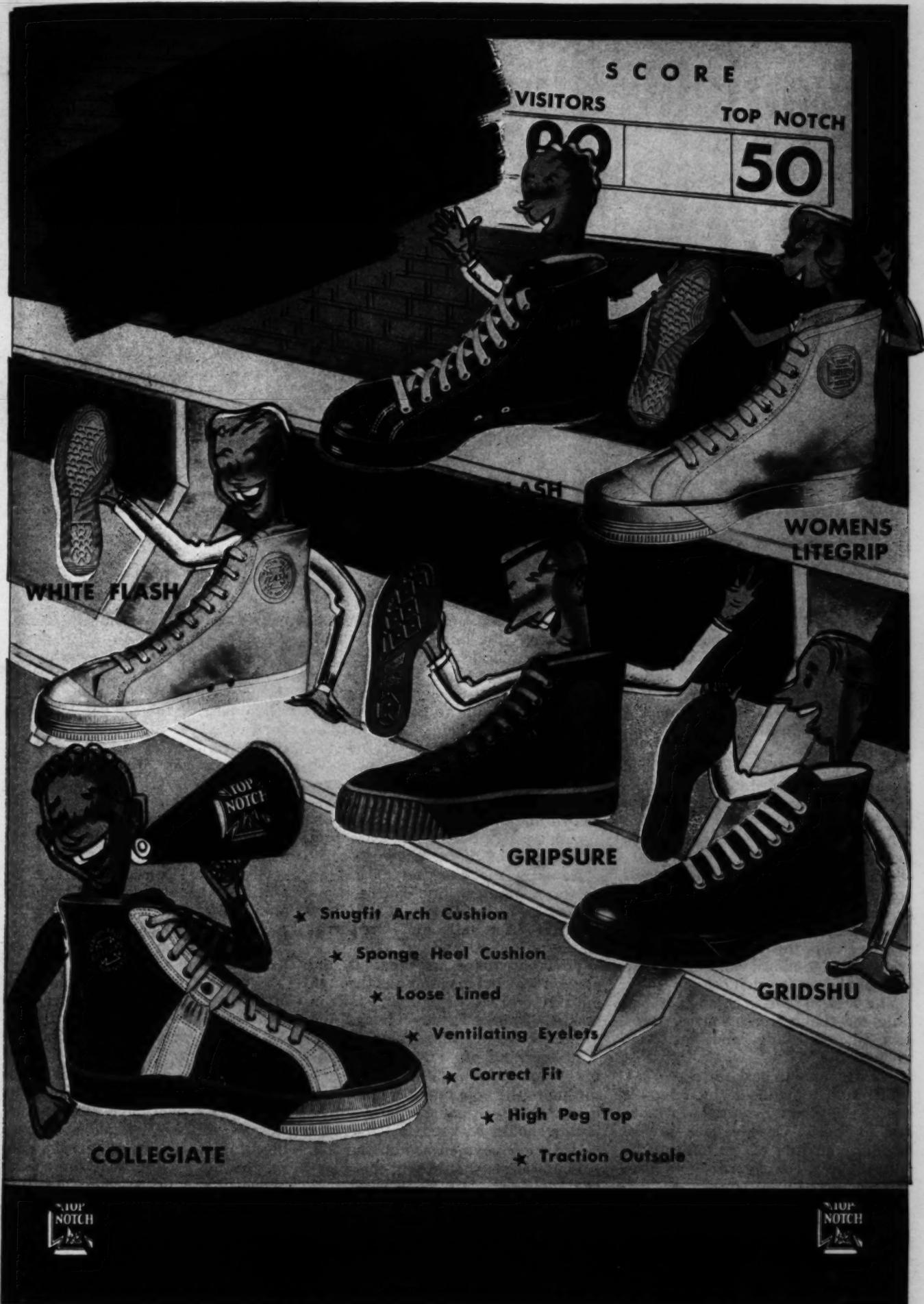
"Regardless of the exact system of pass defense used by the backs, they must be trained to play the ball once it has left the passer's hand and started on its flight toward the receiver. Most backs linger too long with their man or in their zone after the pass has started downfield."

"A back who covers instantly will cover far more ground and intercept many more passes than one who is slow to react. This ability to play the ball is especially essential in the safety man . . ."

"It is well to keep the defensive plan simple; otherwise someone will become confused in the excitement of the game. There is no single hard and fast defense which should always be used against a certain offensive formation. The personnel of the opponents will be the deciding factor." (From *How to Play Football*, Ziff-Davis Pub. Co.)

A former high school football coach at Porterville, Calif., J. A. (Duke) Thayer is now director of recreation and parks for the City of Petaluma, Calif.

**Diag. 7**Single WingDouble WingNotre DameShort Punt



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- ★ High Peg Top
- ★ Traction Outsole

# Downfield Blocking

## Analyzed



The blocker approaches the defensive back with his feet spread and his eyes trained on the man's chest. The forehead hits first, into the opponent's chest, and the inside arm is driven on through. The body is then draped over the back's middle, and the man is "spiked" down.

**D**OWNFIELD blocking is to football what the knockout blow is to boxing. A team that can keep dropping the secondaries is bound to roll up points. That's why more and more coaches are placing increased emphasis on this vital phase of offense.

Haven't coaches always realized the importance of downfield blocking? Certainly, but up until the last decade or so, most of them were teaching conservative, power-laden football.

And in power football, few plays are designed to go all the way. It is primarily a first down attack. And when you employ two-on-one blocking in the line, there just aren't enough men available to take care of the entire defense.

The T formation is chiefly responsible for the increased stress upon downfield blocking, and has done to football scores what the fast break has done to basketball scoring.

Effective downfield blocking is one of the prime essentials for success in the T. Once a back breaks through the line of scrimmage, he must have a convoy ready to take him all the way.

The need for a star broken-field runner is, hence, not as vital as it is in a power offense. This doesn't mean that a shifty open-field runner isn't a tremendous asset. He most certainly is.

But you can get by with backs possessing just fair speed. As long as the man follows a preconceived path which sets up the defensive secondary for the downfield convoy, he should be able to go all the way to the promised land.

In our T-thinking, we are not too disappointed when our play is stacked on the line of scrimmage. We know this is usually due to neglect of one or two factors: (1) poor faking by our backs, (2) gambling on the part of the defense.

Actually the stacking of a play on the scrimmage line can be capitalized on by a thinking T quarterback. It often tells him what will go big on the next play.

What provokes us more is the play on which a back breaks through for a 10 or 15 yard gain and is then tackled. This is nearly always due to ineffective downfield blocking.

In working on downfield blocking, we preach that if we can break through the opponents' line but three times a game, those three jaunts should be good for 18 points—if our convoymen are on the job. And 18 points should win the average game.

The philosophy is sound. A team surely should be able to get through the defensive line of even a superior

team at least three times in 60 minutes.

That's why we make sure each and every play is designed to go all the way. We are not going to rely too much on the swivel hips of a back out there all alone.

In designing our downfield blocking, we ask our blocker to move at full speed insofar as it is possible. This allows him to arrive at the spot of the block at the proper time and makes his assignment less difficult.

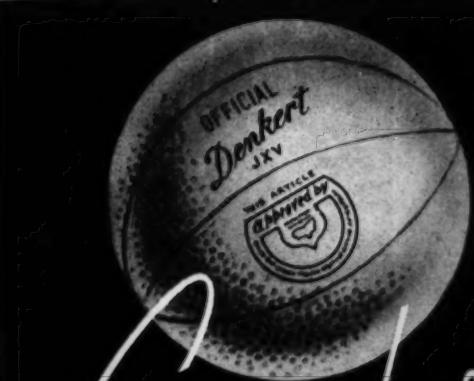
Good play construction also facilitates the timing of the block, eliminating the need of altering the speed to look back for the ball-carrier—a common cause for ineffective blocking.

The art itself is the most difficult of all to teach. Before you can obtain successful results, you must sell your players on the vital importance of it.

This demands terrific salesmanship. Most youngsters coming up from high school have little conception of the importance of convoy blocking. To many of them, a good roll on the ground near the coach's bench is enough to show that they haven't forgotten their assignment.

The youngster reasons that if we reel off gains of three, four or five yards, we are doing fine. He wonders "What the heck is the matter with our coach? He must be a sour-

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puss to criticize us after we have gained five yards."

Little does he realize that these gains could have been 30, 40 or 50 yards to pay dirt, if the downfield blockers had done their jobs.

Another factor that fouls up the downfield blocking is this type of thinking: "What the heck. I have made my downfield block four straight times and our back didn't break through the line to benefit by them. I'm getting tired of this. I'll take it a little easy on the next block."

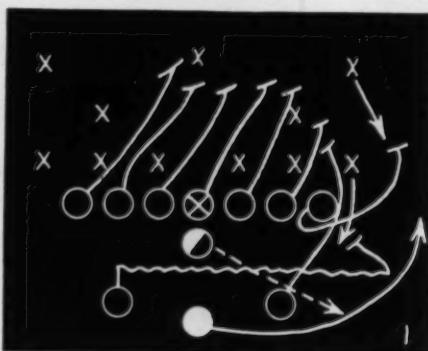
Often as not, it will be on that very next play that the back will break through into the secondary. So we will get only 10 yards instead of a touchdown—for the lack of just one more downfield block.

This brings up another important factor. If you really intend stressing downfield blocking, you are going to need more personnel. This running downfield on every play is tiring, and you will have to keep an eye open for boys who are missing their blocks because of fatigue.

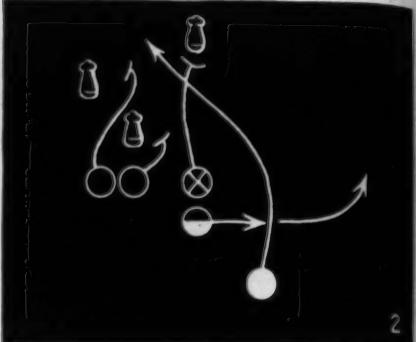
A third difficulty in teaching downfield blocking is the toughness of the block itself—especially when the ball-carrier fails to break through the line. The boys should be impressed with the fact that it is considerably easier to block their man when the back does break through and is actually on the way.

The fact that difficulty develops on the plays that do not work discourages the boy, with the result that he may be loafing when the ball-carrier actually breaks through and thus miss the easy set-up block.

For this reason, it is vital to teach downfield blocking under game conditions.



I believe that selling the boy on the importance of downfield blocking is far and away the number one factor in teaching it. He must come to believe that getting the safety man or the halfback is more important than getting the tackle or line backer. The latter pair will often be taken out of the play by good deception, but the safety or



halfback can only be removed by vicious convoy blocking.

Another point I adhere to in my teaching program is always to give and stress the downfield blocking assignments first when presenting a new play. This, I feel, has a psychological value in that it places the downfield assignments in the category of the exclusive "musts."

How many remember their old coaches explaining all the assignments on a given play only to have one of the players say, "Hey, coach, who gets the safety?" And the coach replying, "Oh, yes, I forgot. Well, let's see. I guess you might as well get him, Johnny."

Can you blame Johnny for feeling that a shoddy job on the safety will be quite acceptable?

We must teach sound fundamentals to assure effective convoy blocks. The approach is all important. The pull of the play will dictate the course; and from constantly running a given play under game conditions, the player will soon learn at exactly what spot he can expect to clamp on the block.

Many times the downfield block will be made in "peel back" fashion. In this type of block, the man hurries to a given spot, then turns or pivots and picks up the man driving into that area to get to the ball-carrier.

It is more or less like throwing up a screen for the ball-carrier to operate behind—a zone method of downfield blocking (Diag. 1).

Wouldn't some of the founding fathers rise in their graves to see plays in which no one blocks in the line and all the linemen hurry downfield to form a peel-back type of zone blocking!

Speed is an essential factor in getting downfield. On all in-line assignments, our linemen are taught to work with their feet spread, tail down, knees bent, etc.

When a tackle or center is sent downfield, he must be taught to sprint with his feet close together. He must learn to take each step on a straight line and to make use of his arms in a driving motion. This

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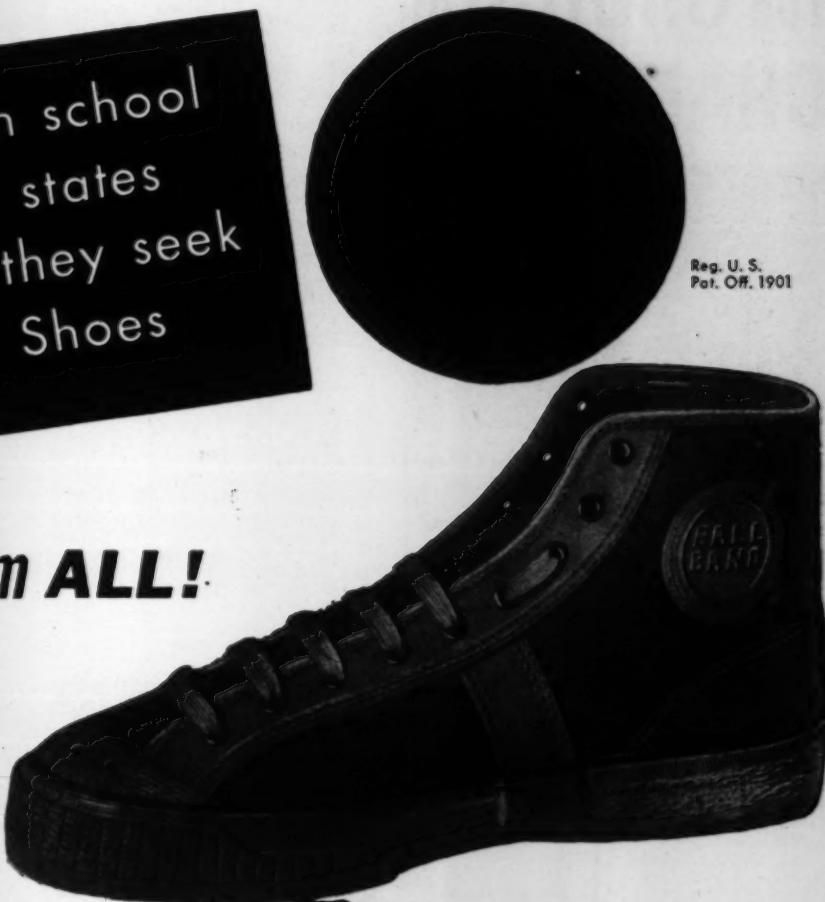
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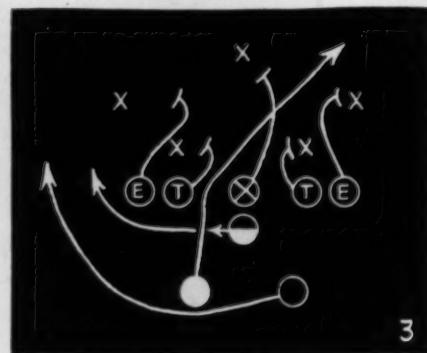
Where a trained instructor is not available, Castello's *Theory and Practice of Fencing*, the recognized textbook on the subject, can be used with excellent results!

is necessary on some of the long downfield blocks.

Let me add a word of caution: Don't have the downfield block made too far in advance of the ball-carrier. Such blocks must be held too long and even where the opponent is knocked off his feet, he will still have a chance to rise in time to make the tackle. The timing factor of the block can be pretty well adjusted by proper play construction.

On the last three or four steps before making contact, the feet must spread and the eyes must be kept on the opponent's chest. The blocker should never aim too low. As it is, the husky center, tackle or guard is distinctly handicapped in attempting to block an agile back.

That's why I ask our men, in every type of block, to hit first with the forehead. If they do this, the eyes will always be on the target and the body will follow the head.



The forehead should be aimed at the opponent's chest, and the inside arm should be driven on through. The body should then be draped over the back's mid-section, and the blocker should roll and try to spike the man down.

The blocker should not be in too much of a hurry to get up once he has made a good block and is on top of the opponent. An aggressive back can regain his feet in time to get the ball-carrier.

Several of the drills we use in teaching downfield blocking include:

1. Placing dummies in the positions of defensive backs and having the downfield blockers drill while the backs are learning ball-handling and deception (Diag. 2).

2. Making a game out of the live downfield blocking drill by placing defensive men in regular 6-2-2-1, 5-3-2-1, or other common defensive pattern. Five linemen, a quarterback, and two halfbacks are used on offense (Diag. 3).

If the downfield blockers can keep the defensive men from tackling the ball-carrier, the offense is credited with one point. If the defense makes

the tackle or even gets into position where they should have made the tackle, we award one point to the defense.

The game continues until one side amasses ten points. The losers must carry in the dummies at the conclusion of practice and also get them out the next day.

I believe that Arkansas State was one of the first T teams to use the center on the safety man when playing against a balanced 6-2-2-1.

Most T teams have been using the center on the weak-side line backer and the weak-side tackle on the safety.

This has created a traffic problem. Many a tackle has been blocked by his own center when trying to get to the safety. To avoid this, he has had to swing out and around. He has thus been forced to approach the safety from a very poor blocking angle.

It is much easier to throw the center at the safety. For one thing, the distance from center to safety is shorter than from tackle to safety. For another, the center is more agile than the tackle.

Diag. 4 illustrates how the use of the center on the safety prevents any traffic jams.

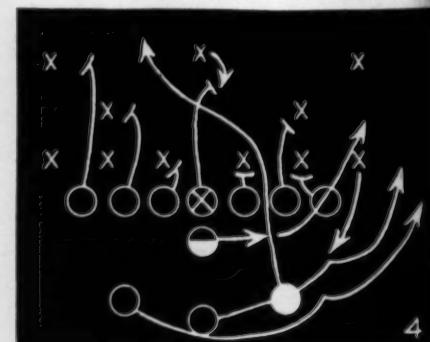
One feature I like to use as much as possible in downfield blocking is to keep the strong-side end blocking downfield against the strong-side defensive halfback.

This stratagem furnishes a lot of deception. For one thing, it prevents the defensive half from knowing until the last second whether a pass or a run is coming.

I have often seen a half back up before an approaching end, figuring that a running pass was coming, when in reality he should have been coming up to tackle a wide ball-carrier. This single maneuver aids considerably in blocking the troublesome defensive halfback.

Improve the quality of your downfield blocking and you will note a corresponding improvement in your won-lost record.

Forrest W. England is head football coach at Arkansas State College.



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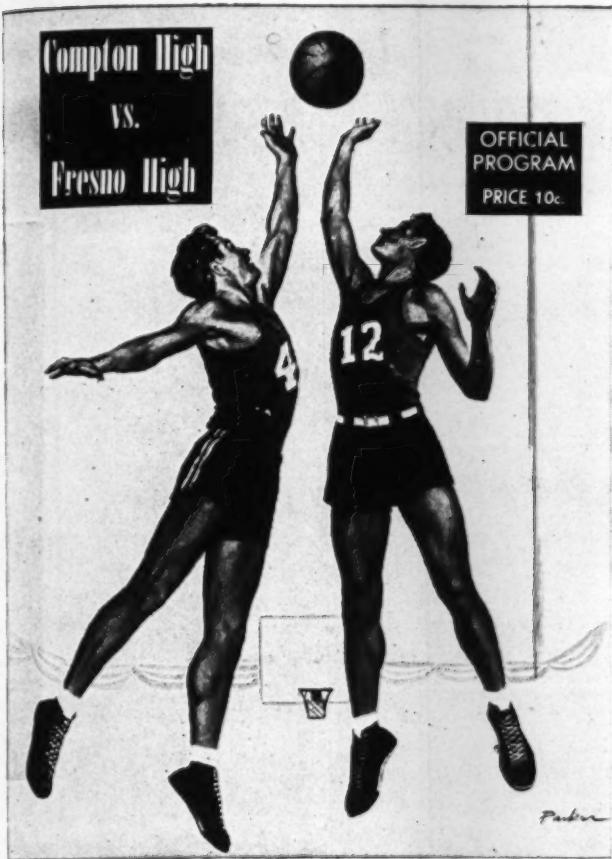
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Food determines a boy's growth, the development of his teeth, bones, nerves, glands, and all other vital organs. "Tell me what you eat and I will tell you what you are."

The kinds of foods needed include:

1. *Carbohydrates* (starches and sugars) for energy. Elements are carbon, hydrogen, and oxygen in varying proportions. Found in grains, milk, potatoes, fruits, and vegetables.

2. *Fats* (for energy and heat) found in such foods as cream, butter, margarine, fat meats, nuts, and olives.

3. *Proteins* (for building, repair, and some energy) contain the same elements as carbohydrates, plus nitrogen. Found in all animal foods such as lean meat, fish, chicken, eggs, milk, and cheese.

4. *Minerals* (for building and regulating body functions) include the elements calcium, phosphorus, chlorine, magnesium, potassium, iron, and iodine. Supplied by a wide variety of foods, the richest sources being vegetables, fruits, milk, and its products, whole-grain cereals, liver, and lean meat.

5. *Vitamins* (for maintaining men-

tal and physical vitality) found in a wide variety of foodstuffs, depending upon the particular type of vitamin.

6. *Alkaline and acid residues* (for keeping the reaction of the body fluids nearly neutral). Fruits, vegetables, nuts, milk, for alkaline. Meat, fish, poultry, eggs, and grain products for acid.

7. *Fiber* (for stimulating the intestines). Composed of indigestible material in the husks and outer coats of grain, skin, seeds, and the framework of the stems and leaves. Best sources are fruits, vegetables, and whole-grain products.

8. *Water*—for flushing away food wastes in the intestines.

## FOODS FOR ENERGY

The amount of gasoline needed to run an automobile varies according to the weight of the car and its load, the mechanical condition of the engine, the grades in the road, and other factors.

In the same manner, an individual's fuel requirement varies with his age, height, weight, area of body surface, amount of exercise, temperature of surroundings, nature of clothing, and mental and physical health.

Obviously, then, all people do not need the same amount of food, nor does one person need the same amount at all times.

Measuring silk by the yard and

By DENNIS A. GILDEA

sugar by the pound is a common experience, but measuring energy by the calorie is not so familiar to most people. When we say that a slice of bread yields 70 calories, we mean that when it is burned by the body cells its chemical energy will be converted into 70 calories of heat energy.

During complete rest, the cells do not burn fuel very fast. Very few calories are needed. Boys who engage in competitive sports, however, require the maximum calories per pound for their age.

The number of calories needed per pound decreases with age. A boy 17 years old who weighs 160 pounds, walks a mile to and from school, and plays football two hours a day, requires the maximum calories (27) per pound for his age.

Multiply 27 by 160 (weight) and you arrive at the number of calories (4,320) used by his body daily.

The amount of starches and sugars recommended for the average diet should constitute about two-thirds of the total calories, and fats about one-sixth. Rich sources of the three types of energy foods are:

**Sugars:** Pure sugars, honey, molasses, syrups, candies, cocoa, chocolate, jams, jellies, and fruits.

**Starches:** All grains and products

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made from them—flour, breads, cereals, macaroni; or some vegetables, potatoes, beans, peas, parsnips.

**Fats:** Butter or margarine, cream, salad dressing, nuts, bacon, cream cheeses, egg yolk, chocolate, and ice cream.

Most sugars and starches are incomplete foods, very low or almost lacking in proteins, vitamins, minerals, and fiber. You need plenty of milk, fruits, and vegetables to balance them.

An excessive amount of starches and sugars is apt to crowd out the other foods the body so vitally needs and may result in constipation, indigestion, and skin troubles.

Candies, ice cream, and other sweets should be avoided between meals.

Each day while in training the boy should have:

- Milk—two glasses each meal.
- Fruit or fruit juice every morning.
- Cereal — one whole grain serving for breakfast.
- Bread—at least three slices per meal.
- Eggs—two eggs each day.
- Potatoes—twice a day.
- Tomatoes, green cabbage, raw salad greens—one serving a day.
- Lean meat, poultry, fish, twice a day.
- Leafy, green, or yellow vegetables once a day.
- Fats and sweets—some butter—or Vitamin A rich fat every day. Margarine is an excellent table fat.

**Rich in Vitamin A** (for growth and repair): Apricots (dried or cooked), butter, margarine, cod-liver oil, eggs, kale, liver, beet greens, spinach.

**Rich in Vitamin B** (for healthy nerves): Whole-grain cereals and breadstuffs, egg yolk, beet greens, red cabbage, tomatoes, beans, wheat germ, prunes, nuts.

**Rich in Vitamin C** (for health of bones, blood vessels, connective tissues, skin): Citrus fruits (lemons, limes, oranges, and grapefruit), tomatoes (both fresh and canned), pineapple, raw leafy greens (spinach, cabbage, lettuce, etc.).

**Rich in Vitamin G** (promoting growth): Beet greens, eggs, beef (lean), kale, liver, milk, turnip greens, beans, prunes.

### DIGESTIVE SYSTEM

Make mealtime a happy time. It is better not to eat when emotionally upset.

The table is not the place to discuss family troubles or unpleasant subjects.

It is not advisable to exercise vigorously immediately after eating, because the muscles will require the extra supply of blood that should be available for the glands and the digestive organs.

If tired, rest before eating. Muscular fatigue is caused by a substance called lactic acid, which is produced by the muscle cells while working.

When this lactic acid is distributed throughout the body by the blood stream, it apparently slows down the activity of other cells, including those of the digestive organs. Therefore, if you are physically exhausted at mealtime, relax completely for 20 or 30 minutes before eating. This will aid the digestion.

Eat foods in their most digestible and wholesome form.

Sugars give "quick energy" especially those formed in honey and ripe fruits—fresh, dried, stewed, or canned. This makes fruits particularly good for between-meal snacks.

The carbohydrates in unripe fruits, however, are particularly indigestible.

Cane sugar is not so easily digested as fruit sugars.

Studies of the action of candy show that it reduces the secretion of gastric juice and delays the emptying of the stomach. Hence, candy should be eaten after meals, never before. Hard candies are preferable.

Fats in small quantities are needed by most people, yet for maximum health and good complexion fats should be eaten sparingly in summer and only moderately in winter.

Remember, only one enzyme (an organic compound which hastens a chemical change without being used up itself) attacks fat, and that one is found only in the small intestine.

Hence, fat combined with other foods as in pastries and fried foods delays the digestion of the other foods by coating their particles so that the enzymes cannot reach them until the coating is dissolved in the

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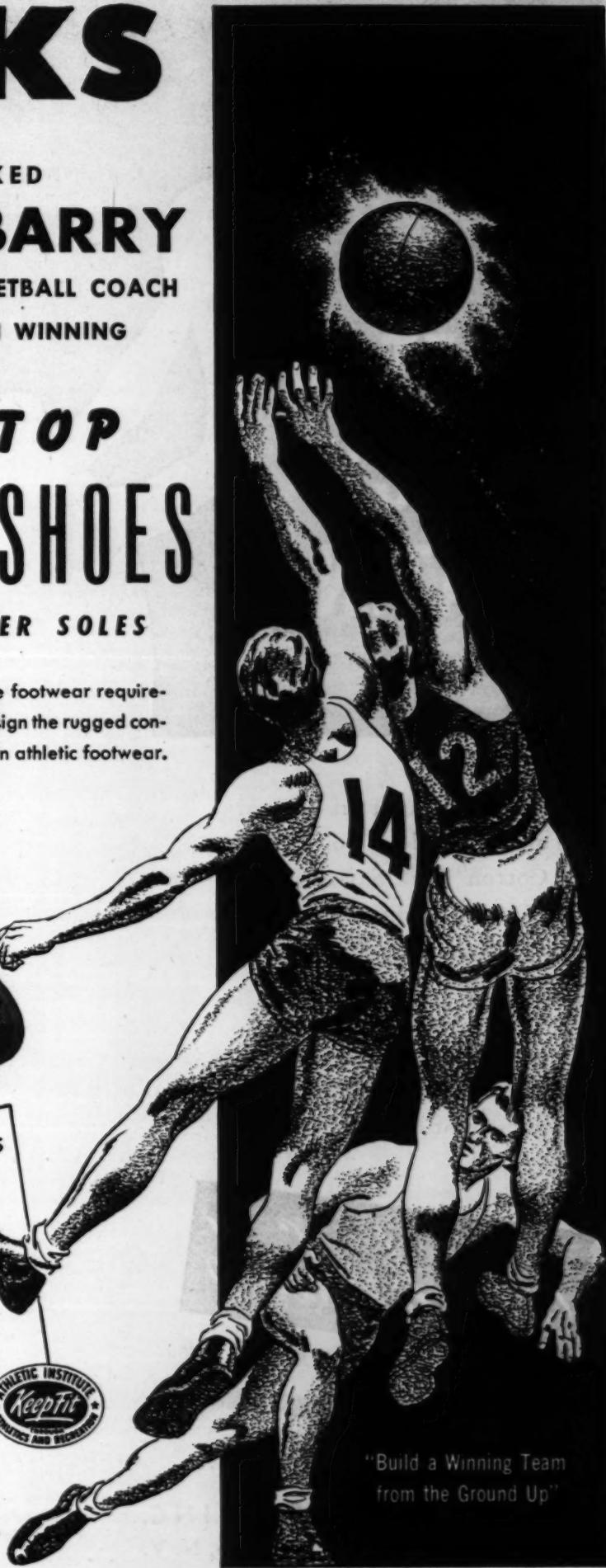


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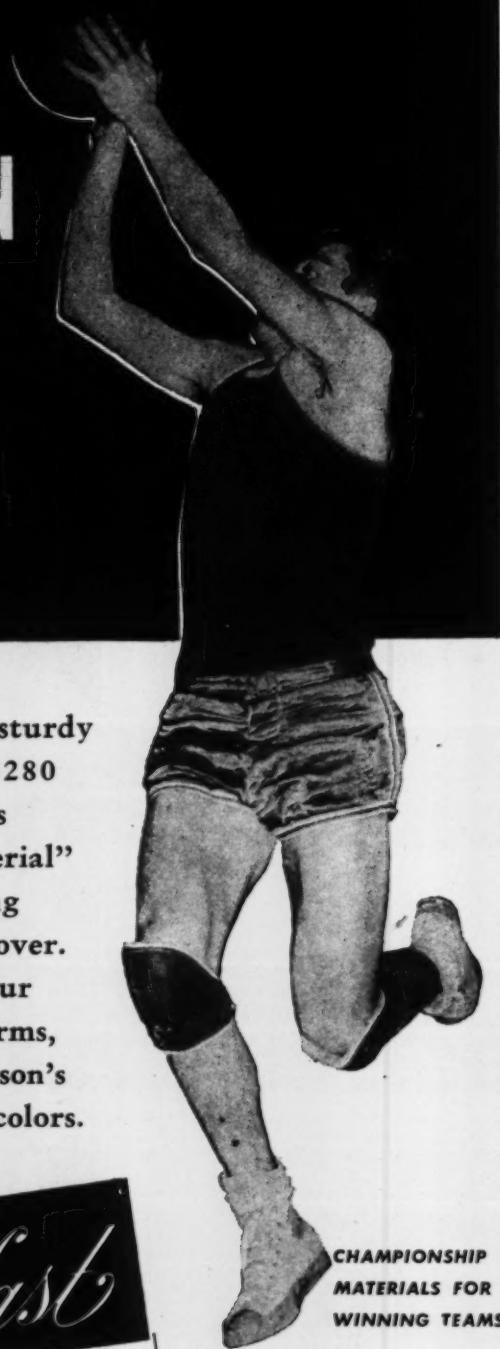
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small intestine. This, of course, is too late for the proper digestion of most starches and proteins.

Cream and butter or margarine are the most digestible forms of fat.

Water contains no enzymes and should never be used in place of saliva as a moistener of food.

A good rule is never to drink when there is any food in the mouth.

Start the day with a large glass or two of cold or warm water. This cleanses the whole intestinal tract just as brushing the teeth washes away the filmy waste that collects during the night.

If possible make the drink pure orange or grapefruit juice.

For the rest of the day, arrange your schedule so that you drink at least six glasses of water daily.

## TRAINING HABITS

Eating sugar in some form definitely expedites the recovery from profound fatigue.

Throughout the day, the muscles gradually become fatigued from three causes—loss of fuel, need of oxygen, and collected excess wastes.

The blood and muscles may be restored to normal by resting for at least 8 hours. It is better to sleep, although this is not necessary so far as the muscles alone are concerned, provided you lie quietly, relax, and breathe deeply.

Muscles work best at about normal body temperature, 98.6°F. When muscles are slightly cooled, they do not respond as quickly or as strongly as when warm.

Getting muscles warm and ready to respond is only a part of the reason for “warming-up” exercises. This practice also accelerates the breathing and circulatory mechanisms so that they correspond with the muscle speed. Attempting hard exercise too suddenly is dangerous to the heart muscle and fatiguing to the skeletal muscles.

Diet should include adequate quantities of vegetables, fruits, whole-grain cereals and breadstuffs and milk, together with meat, eggs, or fish.

Rich pastries and excessive amounts of sweets should be avoided.

Meals should be eaten regularly and at least three times a day.

Alcohol and tobacco are harmful to athletes. No athlete should indulge in either.

Dennis A. Gildea's Everett (Mass.) High School football teams have been national powerhouses ever since he took over the coaching reins in 1926. During these 22 years, Coach Gildea has compiled a truly phenomenal record—139 wins against only 24 losses—against the toughest opposition available!

## 4-4-2-1 Antidote

(Continued from page 10)

secondary or tertiary to block, the defensive half meets him near the scrimmage line with a charge.

When the end blocks on the scrimmage line, the half moves up quickly to meet the play.

If the end moves behind the line for a reverse, the half indicates this to his fellow half, then moves laterally in the direction of the play. The other half moves directly up to the line to meet the end reverse.

The safety man is assigned to the offensive center and is deployed no more than 10 yards from the line.

It is an established fact that the offensive center keys a majority of the T plays. On most bucks, he blocks in the line; on practically every pass he drops back to block in the core; and on sweeps he blocks the line backer on the opposite side.

There are exceptions, of course, but the pattern is sufficiently consistent to furnish a basis for the safety man's tactics.

### CENTER TIP-OFFS

When the center pulls back to block in the core, a pass is usually indicated and the safety retreats as a last-ditch defender.

When the center blocks in the line, the safety holds his ground and diagnoses the play.

If the center comes across and blocks either the secondary or tertiary, the safety drifts conservatively in the opposite direction and diagnoses the play.

Diags. 7 and 8 show how the defense reacts on typical pass patterns from the T, while Diags. 10-12 show how the defense meets outstanding T plays.

This offers but a bare description of the defense as evolved by the author. Many coaches will question its merits, and certainly many aspects must be considered in employing it, such as man power, extent of traditional defensive training, ability of the secondary and tertiary defenders to think on their feet while in action, etc.

Objections notwithstanding, the author has been very happy with the results obtained.

He feels certain that unless the opponents have a tremendous advantage in physical ability, this defense will surely stop the T. Give it a trial and see for yourself.

Giles F. Liegerot is a physical education instructor at Christian Brothers School, Sacramento, Calif.

# "RIFLERY HELPS DEVELOP CONFIDENCE"

writes M. R. SNYDER, of North High School, Akron, Ohio



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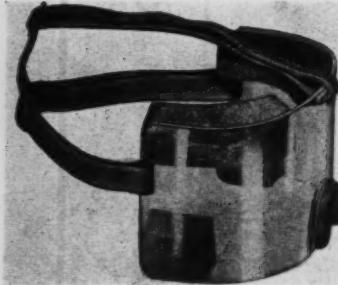
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# NEW EQUIPMENT

As a service to its readers, Scholastic Coach offers this periodic round-up of new sports equipment items. For further information write to: Scholastic Coach, New Equipment Dept., 7 East 12 St., New York 3, N. Y.



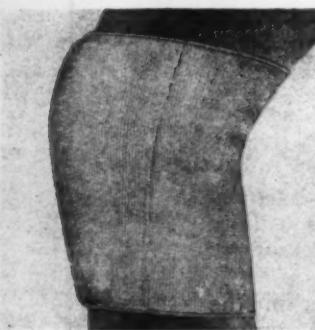
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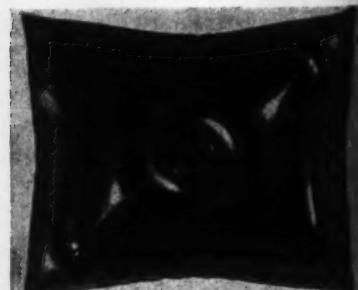
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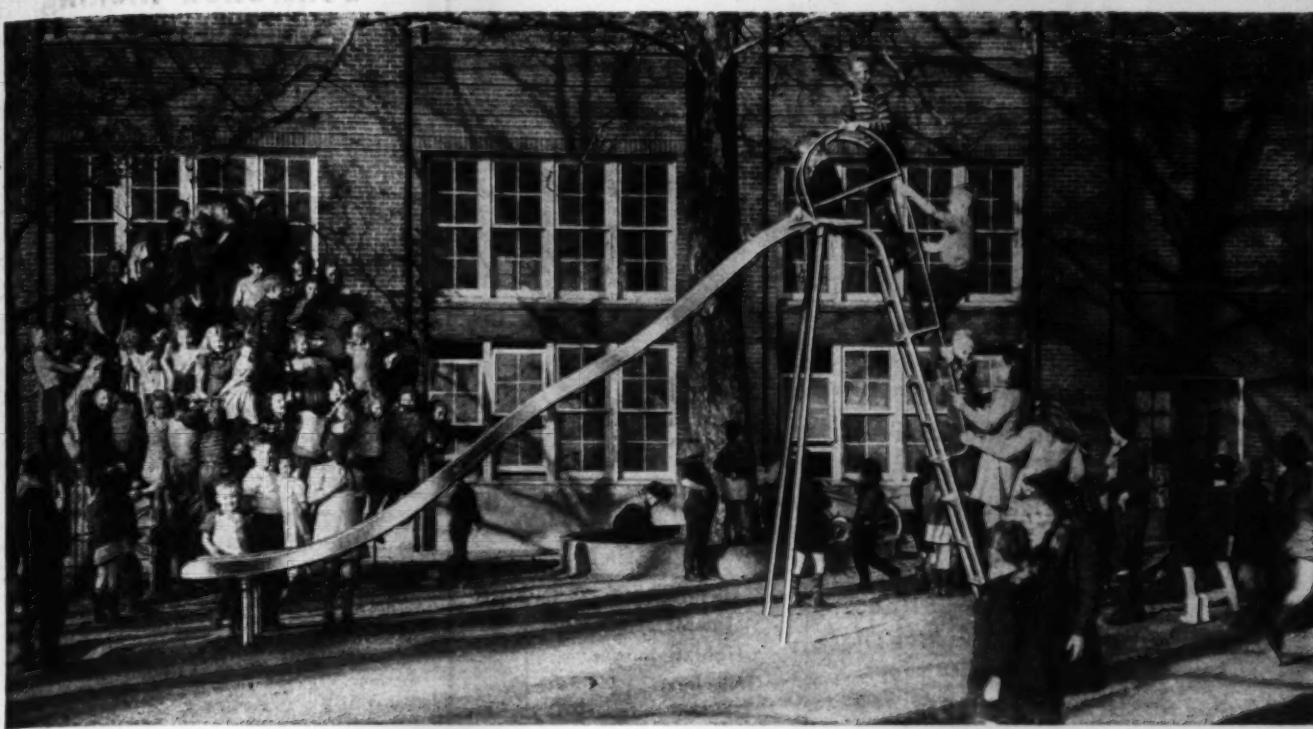
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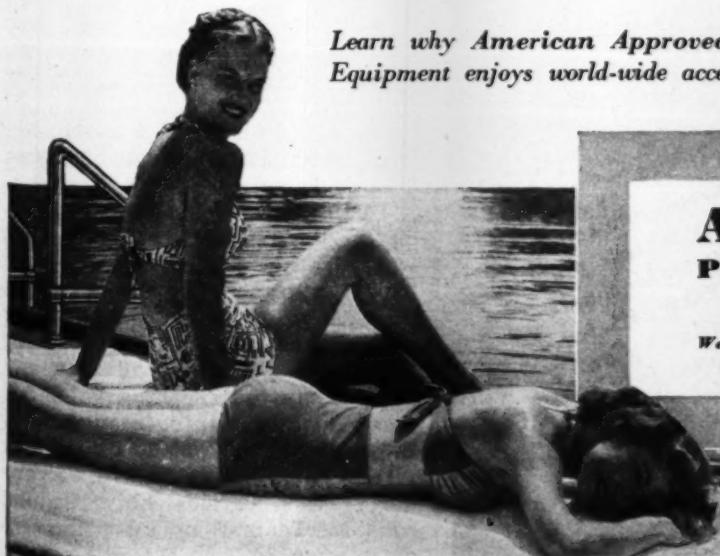


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## Controlled Kicking

(Continued from page 9)



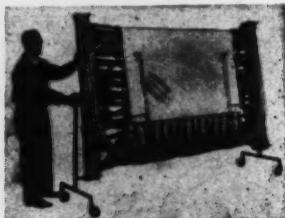
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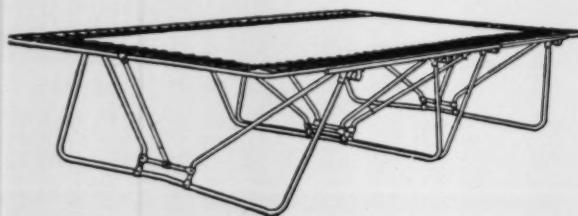
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vice from Alonzo Stagg concerning the kicking game. The grand old fellow informed me of the wonderful things that could be done with a certain kick formation. He told me that this formation couldn't miss and might represent the difference between a good season and a poor one.

I took the advice and changed my kicking assignments to fit his pattern. Mr. Stagg proved 100% right. We went on to win our league title purely on the strength of a kicking game. In this instance, however, we deliberately kicked to the safety man instead of away from him.

Although I have been referring to the punt in most of these lines, it might be well to add the importance of the man kicking off. He is becoming more and more useful as the stress on kick-off returns keeps increasing.

A kicker who can open the game with a high, deep boot places the enemy in a bad spot right at the outset. The team first handling the ball generally is a bit shaky and tense, increasing the chances of fumbles and jammed-up plays.

### EXPLOIT THE KICK-OFF

Why not exploit this fact by penning the enemy deep in their territory with a good kick-off? If you can force them to kick, they seldom will be able to get the ball back beyond midfield, thus putting you into good position to begin your offense.

Unfortunately, few high school and college coaches take advantage of this stratagem. They can't or won't take the time to develop a good kicker.

In closing, I will attempt to show how two well-planned kicks can change the outcome of any ball game—using figures actually culled from high school records.

Assume that Team A has one or two good kickers, capable of getting a 35 to 40 yard carry in the air.

Team A receives a 50 yard kickoff on its own 10 and returns 15 yards to the 25. They try one play to get into position to kick. This play generally is run to the side of the field that offers the best kicking angle as well as wind advantage.

We'll say that Team A gains five yards on this running play, placing the ball on the 30. A quick kick (from five yards back of scrimmage) then carries 40 yards and rolls 15. Team B now has the ball on its own 20.

Team B is held for two downs and goes into kick formation, which puts the kicker on his 10. He gets off a beauty for 50 yards which A's safety returns for 10 yards. Team A is now held and after failing to gain, pulls another quick kick (from five yards back) which travels 35 yards and rolls 10.

Team B is now on its 10 in dangerous territory. Electing to kick from its goal line, Team B will more than likely be hurried, and the kick might well be blocked or sliced off.

Considering the best, let's assume the kick travels 40 yards. Team A can pressure B's ends coming down and a good safety man should be able to return 15 yards. This places A on B's 25 with first down coming up, in a perfect position from which to begin an offense.

This is the first of two articles on the kicking game by Johnnie Golden, former Philadelphia Eagle back now teaching at St. Ignatius High in San Francisco. In his installment next month, the author will thoroughly analyze the mechanics of the punt.

## Play of the End

(Continued from page 16)

clear, there would be the pass waiting for me to pick out of the air.

Of course lots of this understanding between Waterfield and myself came from the hours we spent together practicing passing and receiving. We spent 15 to 45 minutes or even longer, every practice day during the playing season—in addition to our squad drills—practicing together, working out special twists and dodges.

Waterfield, incidentally, has a trick way of holding the ball that I have seen no other passer use. He puts his index finger on the end of the ball while passing.

I rate Sid Luckman just a fraction behind Waterfield. Sid threw the softest ball I ever caught. A passer either throws a hard ball or a soft ball. That's the way they come up to you. I suppose it's the way the nose of the ball is tilted against the wind. Anyway, Sid's tosses just floated up to you.

Dwight Sloan was without peer as a wet-weather passer. He could handle a muddy and wet ball more accurately than any player I've ever seen.

Jack Robbins could get rid of the ball better than anyone else. In three years of Southwest Conference competition, I don't think he ever was thrown behind the line while trying to pass.

Parker Hall, who came up from Ole Miss, threw a hard, short, "heavy" ball. He was a mighty good passer, though.

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# Athletic Awards

By KENNETH G. SULLIVAN

**A**THLETIC awards are, in a manner of speaking, materialistic rewards for commendatory achievement in some field of activity. It has long been the custom of our schools to bestow some kind of insignia or prize in order to build school spirit, set high standards of sportsmanship, and instill in the participant a pride in his accomplishment.

However, there is a bone of contention concerning this concept. Some of our educators would abolish awards entirely, while others believe the practice justifiable as long as it isn't overdone.

Can athletic awards be justified educationally? Yes. Awards may be classified as a type of reward, and rewards are the opposite of punishment. Punishment tends to inhibit activity; rewards tend to increase it. The one is negative, the other positive.

Psychologists inform us that rewards may lead a person to greater effort, even to do that which he does not particularly care to do. This normally is fine. But it has its dangers.

Some teachers and coaches, in order to get an activity started, will over-stress the materialistic benefits derived therefrom. For instance, a coach might tell his team that if they win the league title, he will see that new sweaters are awarded to them.

Where the reward overshadows the activity and becomes more sought after than the game itself, its use is being negatively exploited. In the aforementioned situation, there is the possibility that the majority of the boys might set their hearts on winning the coveted sweater rather than on the values inherent in the sport itself. When interest is placed chiefly in the prize, learning and fun become incidental.

It is true, of course, that school and life in general are full of award presentations. Schools give gold stars, medals, trophies, sweaters, letters, publicity, grades, honors, and prizes. They often banquet and extravagantly honor the winner, and in many instances grant tokens

of commendation for every outstanding act or performance both in athletics and in school subjects, neatness, deportment, and other sundry aspects of the curriculum. Obviously, the practice is badly handled, and much of it is faulty.

There is little uniformity in the kind or value of awards of an athletic nature. Numerous schools are extremely extravagant in this respect, while others specify that an athlete shall not be permitted to accept from anyone any article of "utilitarian value" (Nebraska, Wisconsin).

Another survey reveals that no high school athlete can receive any article for sports achievement exceeding one dollar in value (Kansas, Ohio, Illinois), while elsewhere no sweaters can be given (Iowa, Michigan, Montana, Oregon, Washington, West Virginia).

But in spite of all that can be said against it, the award has its place—if properly handled. It should be utilized so that the interest does not center primarily on the award, and should not involve prizes of monetary value and extravagance. There should be a middle ground between the policy of granting valuable awards and abolishing them entirely.

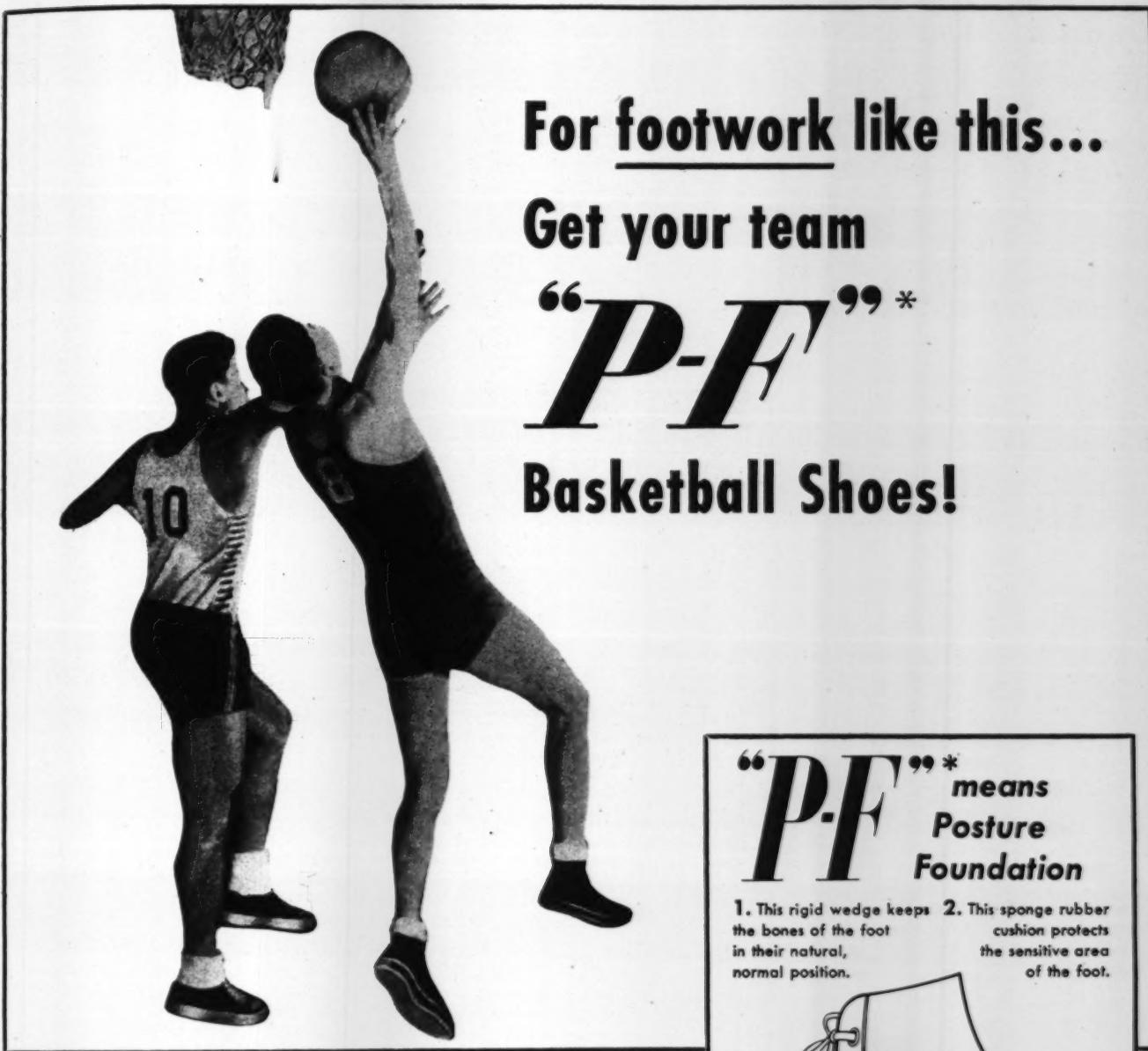
If the individual will not participate unless there is an award or prize attached, or loses interest because he knows that he cannot win it, then the practice of giving awards should be abolished.

Here is where we, as physical educators and coaches, take over. It is up to us to show that equal satisfaction comes from doing a thing well and to see that such questions as "What I do get out of it?" or "What will you give me?" are never heard.

Awards and prizes should represent superior achievement, should not be won too easily, and should have sentimental rather than a monetary meaning.

There are many commendable sports award systems extant. Desired conduct, added zest, or the stimulation of an untapped interest should be the major objectives.

(Concluded on page 57)



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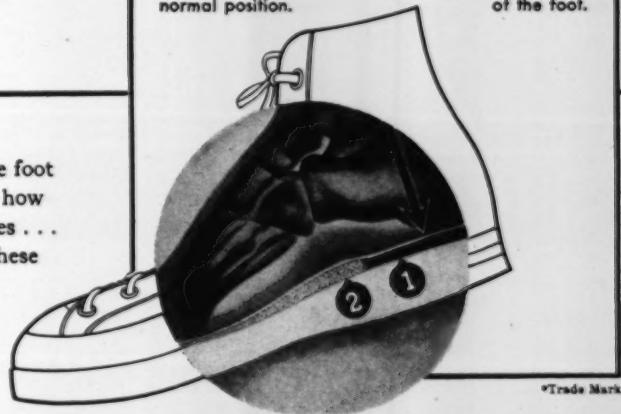
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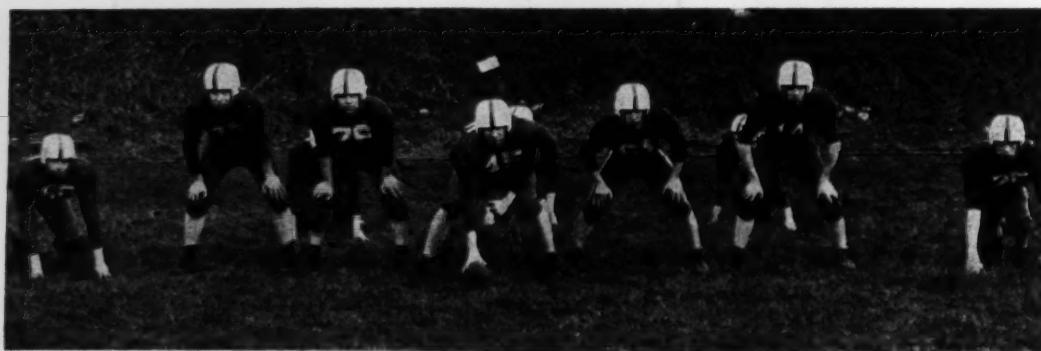
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**F**OOTBALL coaches interested in exploring new avenues of attack should derive a great deal of fun and satisfaction from the Diamond T. Designed especially for high school teams, the new formation is basically a speeded-up T, with the extra speed culminating from a new method of centering the ball, a super snap, and a new stance for the backs and ends.

Let us take up these improvements, together with the manner in which they were arrived at.

Our first experiment concerned a more efficacious system of receiving the center snap. Four methods were put to test:

1. Placing the quarterback in conventional T fashion behind the center.

2. Placing him behind the center a bit off to the right and left.

3. Placing him behind the center standing sideways.

4. Placing him tail to tail with the center.

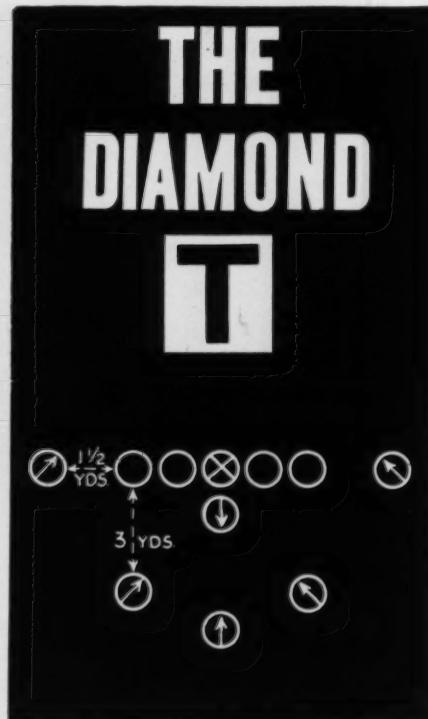
Each style was subjected to 100 snap trials, with two defensive guards doing their best to break up the pass. Here are the results:

Style	No. of Fumbles
Conventional T	27
Standing to left	21
Standing to right	18
Standing sideways	16
Tail to tail	5

Convinced that the tail-to-tail or reversed method of centering offered the best results, the writer proceeded to determine the best combination of center and quarter, the most suitable stance for the two, and the best manner of exchanging the ball from center to quarter to ball-carrier.

The writer selected three experienced centers and quarterbacks of small, medium, and large sizes, and paired them up in various combinations. Each combo was then subjected to 100 snap trials.

To approximate game conditions, two offensive guards protected the



center, while two defensive opponents attempted to crash through and spoil the pass.

Both the fumbles and the average time it took to complete the pass (measured in tenths of seconds from the time of the snap until the ball crossed the line) were recorded and the smoothness of ball-handling, deception, and comfort was observed.

The results of the centering trials follow:

Style	Fumbles	Time
Large center and quarter	11	.84
Medium center and quarter	12	.80
Small center and quarter	11	.86
Small center, large quarter	10	.79
Large center, small quarter	7	.78
Conventional T	19	1.10

It might be concluded that:

1. The best combination for centering is the large center and the

small quarter, inasmuch as the arrangement allows for rump adjustments and offers fine screening possibilities.

2. Fumbling is reduced when the quarter can look directly at the potential ball-carriers and they, in turn, can watch the snap of the ball.

3. The reversed quarter tends to speed up the center pass.

The next thing we went to work on was an improved starting action. A study of breathing principles helped us in this respect. Observing how basketball players took a deep breath before shooting a foul, and how track sprinters, swimmers, and weight lifters disciplined their breathing to assure relaxation and quick starting action, we incorporated the following procedures:

1. The players take two deep breaths in the huddle.

2. Prior to the snap, they breathe in cadence to a one-two rhythm.

3. At the snap signal, the breath is held.

The application of these principles produced a harder, faster and more united charge after the snap.

Several stances were tested including the semi-upright, the tripod, and the new four-point track stance.

Split-second clockings were obtained on each stance by having ten boys run ten yards. This made 100 separate clockings for each stance, from which these averages were computed:

Semi-erect stance	2.05 sec.
Tripod stance	2.00 sec.
Track stance	1.90 sec.

From this statistical evidence, we could assume that the track stance offered the fastest possible start.

In this stance, the weight is evenly distributed on the fingers and the feet, giving the man a comfortable balance. By driving off the rear foot and taking short, gradually increasing strides, the runner can quickly attain peak speed.

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By LEN RICHARDSON



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ing off-sides, since the snapping of the ball may be observed. With the line employing a high tripod or semi-erect stance to screen the lower-positioned backfield, much deception is afforded the attack.

The faster method of centering the ball and the new, swifter-starting stance of the backs rendered the conventional T alignment impractical. Several formations were given the acid test before an alignment adjustable to the speed factor could be found. This is outlined in the diagram.

Note its resemblance to the modern T with the split ends, balanced line, and balanced backfield; and the variations—diamond alignment of the backfield, slanted facing of the players as indicated by the arrows, and the closer deployment of the backfield to the line.

The object in having the players slant toward the ball is to give them at least a glimpse of the snap.

The writer was anxious to compare the speed of the Diamond T plays with that of the conventional T. Ten plays adaptable to both formations were tested and time recordings made from the time of the snap until the ball crossed the line of scrimmage.

Each play was run ten times; the results were as follows:

Play	T	D-T
Line buck	1.3	1.0
Quarterback fake	2.8	2.4
Spot pass	2.0	2.1
Tackle slant	1.7	1.4
Quarterback sneak	0.9	1.0
End sweep	2.9	2.4
End lateral	3.3	2.9
Cross buck	1.8	1.3
Wedge	1.2	0.9
Long gainer (pass)	7.0	7.0
Average	2.5	2.3

At the close of the season, the writer selected two captains and had them choose two nearly equal squads. One team was given instruction in the T and the other in the Diamond T. They were then matched in two scrimmages.

The Diamond T won both games. A statistical summary follows:

Factor	T	D-T
Points scored	18	48
Yards gained rushing	365	1082
Average gain	4.2	8.1
Offsides	7	1
Fumbles	8	1
First downs	32	21
Longest gain	25	78

Len Richardson is director of intramurals at Lincoln High School, Portland, Ore.

## Athletic Awards

(Continued from page 52)

Over-extravagance should be carefully avoided. Prizes and awards are educationally sound when they have no intrinsic value and are given as a measure of improvement.

We might add also that praise is one of the greatest motivators that exists. As physical educators, we should render it honestly, sincerely, and always for progress made.

Some educators believe that the Boy Scout system of merit badges has gone too far; that it has made badge-chasers of the boys.

As a general rule, this is perhaps untrue. Nevertheless, in scattered instances, under inept supervision, this situation has prevailed.

Camps are commencing to learn that children need no synthetic motivation to love nature and all the pleasurable activities associated with living together in the open. A few progressive camps have gone so far as to abandon the presentation of awards and prizes. The writer believes a compromise should be effected; that we should keep within sensible bounds and follow some system of carefully evaluated objectives.

### IN CONCLUSION

Undue extravagance in the feting of high school athletes tends to produce an exaggerated feeling of importance and hinders the boy's mental growth in his formative years.

The creation of this false sense of importance not only stultifies the maturation of a well-rounded personality, but also undermines the proper sense of values that we have attempted to inculcate in the minds of the student body as a whole.

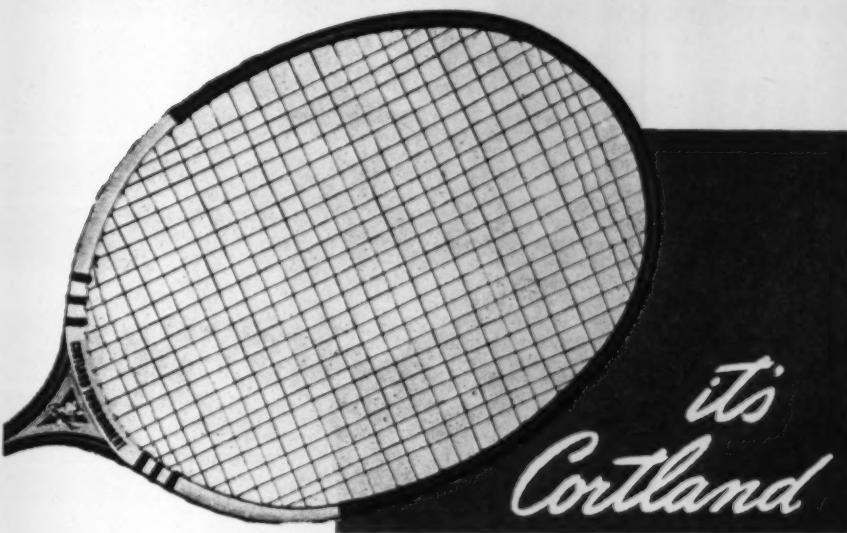
It can be easily seen by the professionally minded person that a haphazard method of awarding athletic insignia may significantly affect the spirit and the mode of behavior of those involved. At high school age, this matter of awards is important, more so than at the college level. Adolescents are less mature, more emotional, and more than a little sensitive.

Unpleasant emotional disturbances at this time can leave an indelible mark not easily erased with the passing of the years.

Winning their school letter is an outstanding achievement for most youngsters and, as a result, every athletic director should take this situation seriously.

Kenneth G. Sullivan is director of physical education for the Longmeadow (Mass.) Public Schools.

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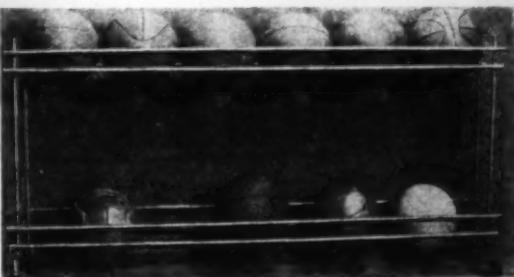
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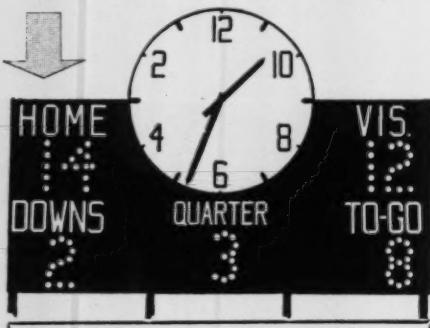
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# **How Westchester**

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### **Its Sports Program**

**By IRWIN KLEIN**

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A glance at our set-up will show that we are not blowing our horn too loud.

Everything revolves around our central bureau—the Athletic Department of the Westchester County Recreation Commission, headed by Charles H. Pease, a Springfield College grad.

Every organization dealing with athletics in this county is affiliated with the Recreation Commission. This includes our football, basketball, baseball, track, softball, swimming, and hockey officials, as well as the County Coaches' Association.

Furthermore, both the New York State Public High School Athletic Association (Section 1) and the Private-Parochial School Athletic Association call upon the Athletic Department to conduct all their tournaments.

Our program starts in the early fall with a football officials' school designed to train budding officials. This season the school will be run over nine days beginning September 7. It will consist of an extensive course on the rules and will give every man a chance to work every position (referee, umpire, and head linesman).

The complete program of instruction follows:

**Sept. 7:** Rule 2—definitions of playing terms; Rule 3—periods, time factors, and substitutions.

**Sept. 8:** Rule 4—acts to all downs; Rule 9—conduct of players and others.

**Sept. 9:** Rule 8—scoring plays and touchback; duties of an official; signals.

One of the greatest football and basketball stars in N.Y.U. history, Irwin (King Kong) Klein, is now closely allied with the Westchester County (N. Y.) sports program. In addition to being assistant supervisor of athletics for the Recreation Commission, he is vice-president of the Board of Approved Football Officials and president of the Board of Approved Basketball Officials.

**Sept. 10:** Rule 6—Kicking the ball; Rule 7—snapping and passing the ball.

**Sept. 13:** Rule 10—enforcement of penalties; Rule 5—series of downs and number of downs after penalty.

**Sept. 14:** What a coach expects of an official; what a newspaperman expects of a team, coach and official.

**Sept. 15:** Review and summary; clear up all points.

**Sept. 16:** Written test.

**Sept. 17:** Practical examination.

A fee of \$15 is charged every new applicant, \$2 of which goes towards the cost of the examination. The fee for probationary members is \$10. Active members are permitted to attend free of charge.

The students who pass the test will become certified officials.

The reader will say it is well and good to become an approved official. But how does one get assignments if there is no commissioner of officials to give him a schedule? And how does one get to meet the coaches?

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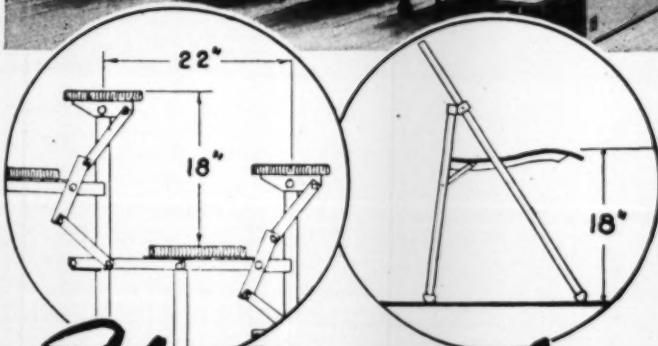
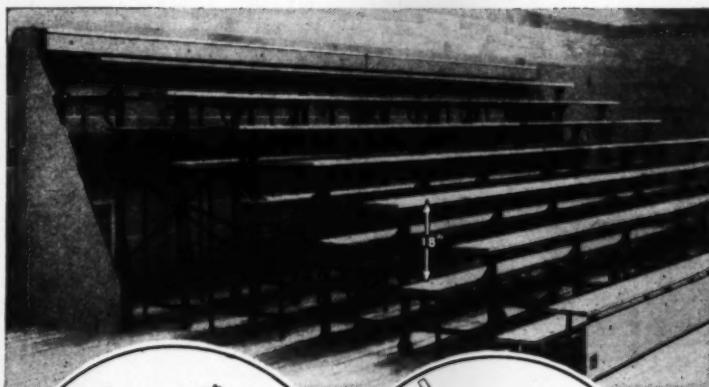


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Admission will be by ticket only to control the size of the crowd. Tickets will be distributed through the schools and local recreation directors.

For outsiders interested in football on a high school level, we have organized a "Touchdown Club of Westchester County." The purposes of this Club are:

- To foster and encourage the game of football in Westchester County.

- To inculcate and assist in the development of sportsmanship, fair play, and honesty among both participants and spectators.

- To promote social activities among the members.

- To make an annual award to an individual of Westchester County who has made an unusual service or contribution to football worthy of public commendation and recognition.

We will have six meetings this fall, at which movies, addresses by outstanding coaches, and other aspects of the game will be offered to all spectators interested in attending.

Now we move to basketball. This season, by popular demand, we will conduct our first annual basketball school for neophyte officials. It will run from November 17-19, 22-24, December 1-2. Five of these eight days will be spent in the classroom tearing the rules apart for the would-be officials. Then we will spend three days on the court, checking and correcting the candidates in officiating and court techniques.

The program will be as follows:

- Nov. 17: Changes in rules; Rule 2—officials and their duties; Rule 4—definitions.

- Nov. 18: Rule 5—scoring and timing; Rule 6—playing regulations; Rule 7—out-of-bounds signals.

- Nov. 19: Rule 8—free throw; Rule 9—violations and penalties; Rule 10—fouls and violations; comments on rules; professional ethics.

- Nov. 22: Court techniques—tossing ball, covering under basket, back man (trailer), foul shot, signals, handling ball, position, interpretation.

- Nov. 23-24: Checking and correcting candidates on officiating and court techniques.

- Dec. 1: Open interpretation meeting.

- Dec. 2: Review.

- Dec. 6: Written examination.

A tuition fee of \$15 is charged for this course, \$8 of which goes for the examination fee.

Also part of the basketball program is a basketball clinic on No-

vember 16 featuring Gordon Ridings and his Columbia University quintet. There will be no charge for this affair.

The public will be invited to the afternoon session, at which Columbia will demonstrate the finer points of offense and defense. The evening session will be restricted to coaches and officials. At this session, Coach Ridings will set up his system and answer any questions put to him.

For baseball, we are planning to use the Port Chester Colonials, a Class B nine, for an April clinic. Our track clinic will be conducted by Emil Von Elling, NYU and Olympic coach.

For bowling, we hope to obtain several champions to demonstrate the finer points, and for golf we will secure the top-notch golf pros who annually tour the county giving clinics for high school groups.

All our officials groups hold weekly meetings during their respective seasons in order to cope with problems and rules. Attendance is mandatory. Exams are given for new officials each season.

Our Athletic Department also runs a six-team high school hockey league at Rye, N. Y. This league may be expanded to eight teams next season. While facilities are hard to obtain for practice purposes, the County Recreation group does a good job of working out practice schedules.

Championships always furnish a fine incentive for high school athletes, and we offer championships in bowling, track and field, tennis, golf, and cross-country, as well as open championships in basketball, bowling, swimming, tennis, softball, and golf.

Another outstanding service offered by our central bureau is a co-operative film service. We charge a fee of \$5 per year for each school. This entitles the school to the full use of our athletic film library. All the money collected is spent for additional film titles.

We now have 40 schools participating in our cooperative library. All we ask of them is to make their reservations in advance.

No wonder we who participate in the athletic program of Westchester County say, and justly so, "When it comes to athletics, Westchester County leads the way."

## SIX-MAN FOOTBALL MAGAZINE

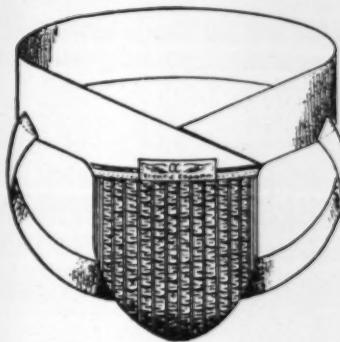
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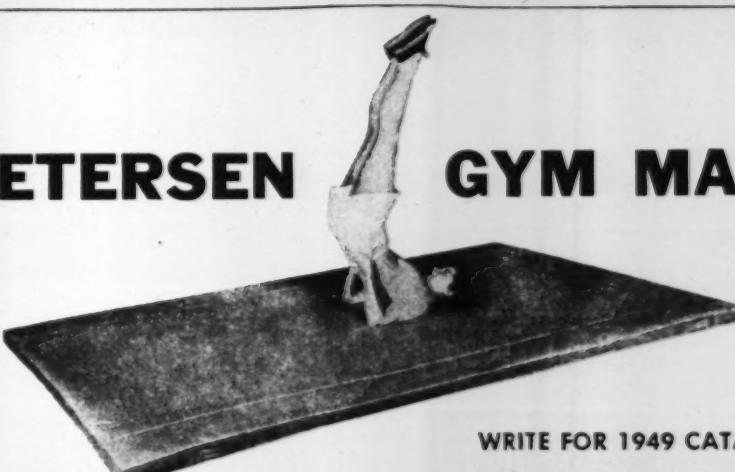
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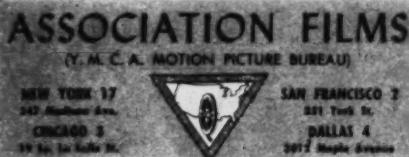
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By ALAN H. WEISS

# New Outlook in Physical Education

**P**HYSICAL education is predicated on two basic assumptions.

First, that it is an educational subject aimed at the development of big muscles, coordination, and social skills. And, second, that the students taking physical education comprise the 80% who do not go out for varsity teams.

Being an academic subject, physical education must adhere to the seven cardinal principles of education, two of which are: "We must teach students to do well those things which they must do after school," and "The worthy use of leisure time."

With these premises in mind, let us analyze the average physical education program. The typical program consists of touch football, volleyball, basketball, softball, track, gym games, self-testing activities, gymnastics, and, in rare instances, swimming, dancing, and golf.

In many schools, very little teaching is done by the instructor, so that most of the learning remains a matter of trial and error.

This may be attributed to various causes, such as huge classes, instructors who are preoccupied with coaching varsity teams, and lack of student interest.

Why this disinterest by the students? Because most of the activities offered are part and parcel of the varsity program and if the student had sufficient interest in them to begin with, he would have gone out for the varsity.

### LACK OF MOTIVATION

Another important factor contributing to student ennui is lack of motivation.

As you can see, there is quite a discrepancy in what should be offered and what actually is offered. While football, basketball, baseball, and track are splendid sports, they are not activities which are used much, if at all, in post-school life. Because of the equipment involved,

the large number of players required, and the rigorous nature of the activity, they do not lend themselves as leisure-time activities.

What should we do about it? First of all, let us deemphasize the following physical education activities: touch football, baseball, basketball, and track, inasmuch as they do not adhere to our cardinal principles.

The average student does not have to play these games for six weeks at a time. The superior athletes can get their fill through the varsity program.

### SUGGESTED ACTIVITIES

In place of these sports, let us incorporate the following: tennis, bowling, golf, handball, horseshoes, softball, social dancing, table tennis, swimming, and badminton. To this, add the regular physical education activities — tumbling, gymnastics, volleyball, gym games, and stunts—and you have a core around which to build a new outlook in physical education.

Now let us construct an actual program for the average high school. This program is meant to be flexible for use under all conditions, both climatic and those based on limitations of the physical plant.

The order of events and the length of time devoted to each will vary, of course, according to the needs of the student.

### First Year:

1. Fundamentals and rules of football and basketball—plus games to approximate actual conditions. Work in conjunction with the varsity program to create interest and sportsmanship.

2. Gymnastic games and stunts—main purpose to develop individual skills and coordination.

3. Elementary tennis and golf instruction—knowledge of clubs and racket, rules and common terms of both, basic instruction on shots.

(Concluded on page 65)



## Another MOSBY Book!

# PHYSIOLOGY OF EXERCISE

by LAURENCE E. MOREHOUSE, Ph.D., Associate Professor of Physical Education, The University of Southern California; Formerly Research Fellow, Harvard Fatigue Laboratory.

and AUGUSTUS T. MILLER, JR., Ph.D., Associate Professor of Physiology, University of North Carolina Medical School.

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This new book covers the physiology of muscular exercise—not as it applies to frogs' nerve-muscle preparations, or swimming rats, or panting dogs—but with the human body as the subject of each experiment discussed.

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It is the authors' firm conviction that the physical potentialities of the human body are best revealed by an analysis of the manner in which they meet the exacting requirements of exercise, and that the functional capacity of an organ can be predicted with a high degree of accuracy.

Physical Educators will find in this book much practical information in the development and training of athletes in their charge.

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## "Here Below"

(Continued from page 5)

THE king, Babe Ruth, is dead. And it's impossible to go on and say, "Long live the king." For nobody can ever take the Babe's place.

He was a phenomenon—a man precisely gaited to his time, a man who personified the era in which he thrived—that loud, loose, vulgar, flamboyant period of our history known as the Roaring 20's.

Babe was all these things and many more—generous, simple, marvelously friendly. Everything he did, on and off the field, was done on a grand scale; and nobody was ever more genuinely idolized by child and adult alike.

Actually the symbol represented by the Babe was far more important than the man himself. You could never hold him up as a model for children. But as a symbol, the Babe contributed something important to society.

He was the orphan kid who made good . . . a big man who did things in a big way . . . an idol who never lost his simplicity or love for people . . . a man with a genuine love for living, whose life lent hope to the millions of poor, uneducated kids.

In a baseball sense, he will be remembered solely for his home runs. But, remember, he was also a truly great outfielder, a truly great pitcher, and a truly great personality.

He wrought lasting changes in the strategy of the game, its financial standards, and, most important, in its social position.

Somebody else will probably come along and hit more than 60 home runs. But that won't make him a second Babe Ruth. There can never be a second Babe Ruth.

### NUTRITIONAL DRIVE AHEAD!

A LOT of you fellows who get *Scholastic Coach* probably know that our publishers also produce a fine series of weekly magazines (*Senior Scholastic*, *World Week*, *Junior Scholastic*, and *Practical English*) aimed directly at junior and senior high school students.

These publications contain an excellent assortment of materials on current events, history, geography, politics, economics, literature, sports, movies, radio, and other vital phases of modern living. The articles are prepared especially for the student and represent the finest aids available for teacher use in conjunction with regular courses.

Because all of us feel that the nutritional and hygienic phases of living have been sorely neglected in our adolescent literature, *Scholastic Magazines* will launch a comprehensive educational program along these lines during the coming year.

Every issue will contain at least one feature on nutrition or hygiene. The material will be prepared in light, easily digestible form and we're sure the kids will benefit a lot from this program.

We invite all of you to explore this educational avenue. If you are interested in seeing these student magazines, just whistle and we'll send you as many sample copies as you desire.

*Scholastic Coach*, incidentally, will go right along with this program. We're lining up a host of excellent articles on food and hygiene and we will be grateful for any suggestions you may have.

If you will let us know the type of materials that you need most, we will be pleased to incorporate them in our articles.



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# New Outlook in Physical Education

(Continued from page 62)

4. Track and softball fundamentals—actual games and meets.

5. Elementary social dancing—keeping time to music and basic fox trot.

## Second Year:

1. Review fundamentals of football and basketball—play games under regulation rules.

2. Advanced tumbling for motor ability skills.

3. Tennis and golf—allow actual use of clubs, rackets, and balls.

4. Review softball fundamentals and form class league.

5. Basic handball rules and fundamentals.

6. Advanced dancing—with girls, if possible. Add fox trot steps with variations.

## Third Year:

1. Basketball and football class leagues for competitive growth.

2. Tumbling, handball, and volleyball tournaments.

3. Advanced tennis and golf instruction.

4. Track skills reviewed.

5. To dancing, add waltz and jitterbug. Review graces for prom.

## Fourth Year:

1. Basketball and football—add inside strategy. Form class league.

2. Tumbling exhibition, handball tournament, volleyball league.

3. Tennis and golf. Actual competition—enter district and state meet.

4. Add horseshoes, table tennis, bowling.

5. Badminton rules and instruction.

You will note that swimming is omitted. This must be added as facilities improve along this line.

The problem now confronting us is the pessimistic attitude on the part of the physical education teacher. "How can we do all of this without proper equipment?" "How can I teach what I do not know?" "My students are not interested in this type program."

The answers are simple. You cannot build this program overnight. Instead, pick your forte and add it to next year's program. Then pick another phase you believe will be of value to your students.

Regarding equipment, start slowly and build up. Present your program properly to the Board of Education, and they will vote you enough to start at least one phase of your program.

Also remember that much of the

new equipment can be built by the students. Play places can be cleared by them. Local tennis courts, golf clubs, and bowling alleys will be glad to make concessions as to price and equipment in hopes of future business. But you as the teacher need the proper attitude in your presentation to both the Board and the students.

For motivation, form clubs for each new phase of your program. If there are people in your area who

are expert along those lines, invite them to teach your class, under your supervision, for a day or two. Not only will they enjoy the prestige of being classified as experts, but your classes will enjoy the change.

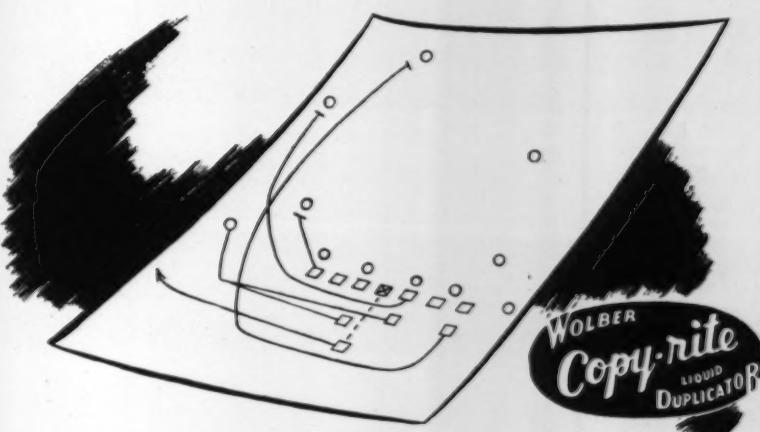
Lastly, bring pressure on college physical education departments to add and emphasize these courses in teacher preparation.

Let us all think about adding some of these changes to our program next year.

You will be more than satisfied with the results.

Alan H. Weiss is director of physical education at the Blackshear (Ga.) High School.

## Coaches... this new duplicator will save you work!



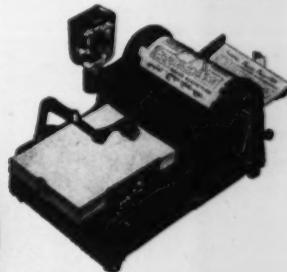
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# Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

**It's getting impossible** to sift the fact from the fiction in the Babe Herman legend. According to the latest tale, the eccentric old Dodger once had to decide what to buy for his son's birthday. "Get him an encyclopedia," suggested one of his teammates.

"Nuts to that," the Babe is supposed to have said. "Let him walk to school like I had to do."

**No one in Hartford, Conn.**, is going to ask Larry Amann, coach of the high school track, swimming, and cross-country teams, to improve on his 1947-48 record. Larry won the state title in every sport he coached last season! In his 24 years at Hartford High, Larry has copped 8 track, 6 cross-country, and 14 swimming crowns (state). All in all he has produced 18 unbeaten teams. What Amann!

**During last year's Mississippi-Tulane game**, Buck Buchanan of Ole Miss snatched a Tulane fumble in mid-air and took off for the promised land. Upon reaching the Mississippi bench, he swerved toward the sidelines and yelled:

"Hey, coach, send Buddy Bowen in, quick. I'm only the defensive quarterback."

**Waite Hoyt**, one of those authentic old Yankees of the Ruthian era, always was noted for his quick delivery—both with his arm and his tongue. Late in his career as a Pirate pitcher, the Chicago Cub bench started to ride him hard. These were the same Cubs who had failed so miserably against the Yankees in a previous world series. Hoyt called time and strolled over to the Cubs' dugout.

"Better cut it out," Waite threatened, "or I'll put on my old Yankee uniform and scare you to death." The Cubs shut up like clams.

**Friends of Becton, Dickinson & Co.** will be grieved to learn that on June 23 Colonel Fairleigh S. Dickinson, president and co-founder of the famous medical and surgical instrument house, passed away in his home in Rutherford, N. J. A genuine self-made man, Colonel Dickinson started his career as a seaman on a square rigger. In 1896 he met Mr. M. W. Becton and in the following year founded Becton, Dickinson & Co.

During the war, the Colonel served

as chairman of the Medical and Surgical Instrument Committee for the Medical Departments of the Army and Navy. An outstanding leader in social, church and educational affairs, the popular and progressive Colonel will be sorely missed by his army of friends in all walks of life. He is survived by his wife, Grace Dickinson, and his son, Fairleigh Stanton Dickinson, Jr.

**Since every ball player** worth his salt owns at least a half dozen superstitions, Hank Greenberg is somewhat ashamed of the fact that he possessed only one during his illustrious career. "Every time I hit a home run," he says, "I had a habit of touching every base."

**The following item** appeared in the Waterbury (Conn.) American:

My children are good-looking and healthy and appear to be normal, but they are such little hellions they are making my life unbearable. What is your advice?

No, no, lady. Organized sport.

**Years ago** a college in Kentucky awarded an honorary degree to that great horse, the late Man O' War. A professor, who had been at the college for many years and had seen many of these honorary degrees awarded with little discrimination, was discussing the affair with friends.

"Do you, as a scholar," he was asked, "feel annoyed at seeing an honorary degree awarded to an animal, even so distinguished a one as Man O' War?"

"Not at all," the professor replied. "This is the first time they've granted the honor to an entire horse."

**Some seasons back**, Umpire Red Jones, irritated by some of the barbers

on the Chicago White Sox bench, strode over to the Sox dugout and ordered the entire bench cleared. Whereupon Wally Moses, the gentlemanly Chicago outfielder, asked: "Why throw me out? I didn't say a thing."

Jones remained adamant. He shook his head. "It's just like a raid, Moses," he said. "The good go along with the bad."

**That dandy little manager**, Leo Durocher, is a sportswriter's dream. When it comes to pitching lip, no one can beat him for cross-fires, change-ups, and underhand fast ones. When the Dodgers sold Eddie Stanky to the Braves, for example, the Lip boldly proclaimed, "Will we miss Stanky? Of course not! We have three better second basemen on the team."

Four months later Durocher, now an ex-member of Branch Rickey's bible class, was saying, "I pleaded with Mr. Rickey, almost on bended knee, not to sell Stanky."

**What little Dom Dallessandro**, the former Cub outfielder, lacked in stature he made up with aggressiveness and hustle. One hot afternoon the colorful umpire, big George Magerkurth, called "Strike three!" on a pitch that Dom thought was a mile too high.

Little Dom came storming back, mad as blazes. The hulking ump glared down at the sputtering runt and ground out a warning. "Dallessandro," he said, "if you don't shut up, I'll bite your head off."

"If you do, Magerkurth," Dom shot back, "you'll have more brains in your big belly than you have in your head!"

**Those geniuses** in Hollywood responsible for *The Babe Ruth Story* ought to have their berets and swimming pools taken away from them for



Bill King in Saturday Evening Post

"I recall a line from Tennyson . . ."

this outrageous waste of celluloid. The movie is an undigestible melange of mawkishness apparently aimed at kids under the age of two. The spectacle of William Bendix hitting and throwing suggests the Babe about as much as a dray horse suggests Citation. The movie would also have you believe that:

1. The Babe was fined \$5,000 for missing a game because he had to take a wounded dog to the hospital. The sight of the Babe in full uniform arguing with a hospital surgeon, marks a new low in Hollywood realism.

2. The Babe hit his famous World Series homer (the time he pointed to the center-field fence before busting one over it) because of a promise he had made to a dying boy.

3. The Babe could cure paralytic kids with just one kindly word.

4. Mel Allen and Harry Wismer were broadcasting world series games back in 1927. They couldn't have been out of knee pants at the time.

And just wait till you see Bendix portraying the Babe at the age of 18!

When Rogers Hornsby was managing the Cardinals in 1925-26, Branch Rickey was the main boss. Every morning the Cards would have a strategy meeting with the Mahatma outlining plays on a blackboard, indicating how to overcome all emergencies on the field.

Someone asked Hornsby how the team was doing at that particular time and Hornsby replied: "Just about 50-50. We usually get beat in the afternoons. But we win every one of those morning games."

At a recent coaching clinic in Providence, R. I., Leo Novak, Army track coach, and Ed Stebbins, football coach at Cranston (R. I.) High, became involved in a hot debate over which of their respective sports was older.

"Track goes back to the dawn of man," argued Leo. "The caveman who threw the first rock was the first shot-putter. The guy who threw the first spear was the first javelin thrower."

Stebbins laughed. "But football goes back to Adam. He became the first football player when he tackled Eve."

"Mebbe so," countered Novak, "but Adam had to run to get Eve."

When John McGraw was managing the Giants, he had a pitcher named Bugs Raymond who used to absent himself for days at a stretch. To lure Bugs back to the straight and narrow, McGraw started turning over Raymond's paycheck to his missus. Once when Bugs was missing for four days, McGraw sent a detective after him, and the eye nailed Raymond in a friendly tavern.

Listen, Bugs," said the detective, "McGraw told me to tell you it's your turn to pitch tomorrow. So pull yourself together and come along."

Bugs shook his head. "You tell McGraw I ain't coming. Since he gives my wife all my dough, he can go ahead and let her pitch tomorrow. It's been her turn a long time now."



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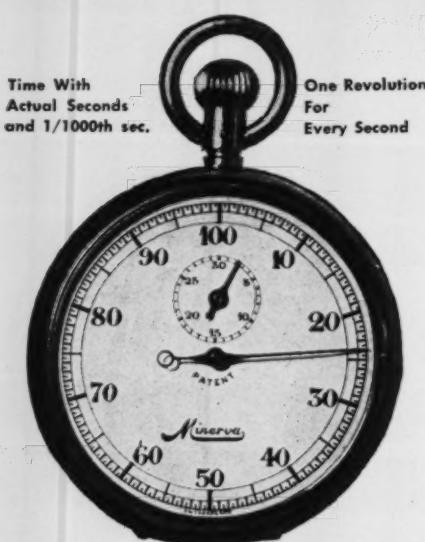
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## New Books on the Sport Shelf

- NEW 1948 FOOTBALL PLAYS (*Fundamentals, Strategy and Generalship*). By the American Football Coaches Assn. Pp. 128. Illustrated—diagrams. Leonia, N. J.: Wells Publishing Co. 75c.

THIS is the book that the Executive Committee of the American Football Coaches Association authorized at its meeting last January.

In line with the masterplan laid down by the Committee, the book contains a rich lode of plays from every formation, and tips on the strategy and fundamentals of the game. The material, aimed directly at young players and coaches, was prepared by more than 75 of the nation's leading college coaches.

The plays (over 100) represent the pet offensive weapons of the contributing coaches, and are arranged in sequences of three for utilitarian purposes. Each play is completely diagrammed and is supplemented with about 100 words of analytic text. This furnishes a picture from which the reader may grasp at a glance the duties of every man.

The book also analyzes every position on the team with each chapter being contributed by a famous coach. Such sterling grid technicians as Lou Little, Howie Odell, Herman Hickman, Bernie Bierman, Dana X. Bible, and many others are represented in this section. They cover the fundamentals of the entire game: Passing, receiving, kicking, running, blocking, end play, guard play, tackle play, etc.

The book is splendidly organized and projected. Coming in handy pocket size, it makes a dandy little handbook for both coach and player. Its price (75¢) puts it within reach of every player on your squad. You may obtain a dozen copies at a special price.

For a detailed breakdown of the book's contents, together with an easy order form, see the advertisement on the facing page.

- COMMUNITY RECREATION. By Harold D. Meyer and Charles K. Brightbill. Pp. 704. Illustrated—photographs. Boston: D. C. Heath and Co. \$5.

IN this nicely organized, splendidly written text, the authors, both outstanding leaders in the field, attempt to provide an introduction to the study of organized recreation for student and teacher; a general guide for professional workers; and a source book for community and civic leaders, groups, and organizations of all types.

The book includes some of the philosophical "why," a portion of the statistical "what," and much of the practical "how." This large mass of fundamental information is compounded into 12 main sections:

Background; recreation and government; community and social institutions; recreation and nongovernmental organizations; planning; community organization for recreation; personnel; areas and facilities; program; finances-business procedure-public relations; emerging recreation opportunities; and lists of agencies and organizations, recreation supply and equipment houses, addresses of publishers, and recreational films.

For each chapter there is a workshop providing the leader, teacher, and student with opportunities for further study and research. The Workshop is divided into two parts—questions for exploration and questions for planning, which give the student an opportunity to apply the content of each chapter to practical situations.

The book also includes sound reference sources (at the end of each chapter), tables, charts, diagrams, and pictures designed to stimulate the student's interest and help him visualize conditions described in the text.

A highly practical and authoritative text, this book is recommended to everyone in the field interested in promoting the high aims and ideals of recreation.

- CHAMPIONSHIP FOOTBALL (*Single Wing and T*). By Fritz Crisler. Pp. 32. Illustrated—photographs and diagrams. Chicago: The Quaker Oats Co. Free.

YOU and your players will love this little Fort Knox of football information, written—and very nicely, too—by Fritz Crisler, famous coach of the Michigan Rose Bowl champs.

Fritz is mainly concerned with the two main formations—T and single wing. He shows how each is constructed, what type of personnel is needed, and the advantages of each system.

He then analyzes the fundamentals in terse, clear fashion. The basic skills are illustrated with a raft of large, sharp progressive action sequences, demonstrated especially for this book by outstanding college stars.

The book also presents a raft of winning plays from different colleges and a chapter on conditioning.

You may obtain free copies for your squad by checking the "Quaker Oats" listing in the Master Coupon on page 80.

- BUILDING A SHOW BAND. By J. Maynard Wetlaufer. Pp. 60. Illustrated—photographs and diagrams. New York: Betwin, Inc. \$1.50.

BACK in October 1942, J. Maynard Wetlaufer, guiding genius behind the spectacular Freeport (N.Y.) High School marching band, wrote an

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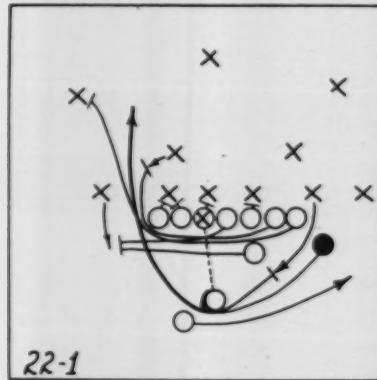
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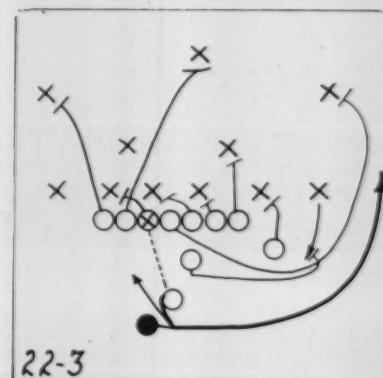
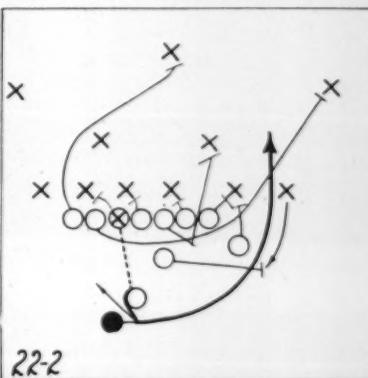
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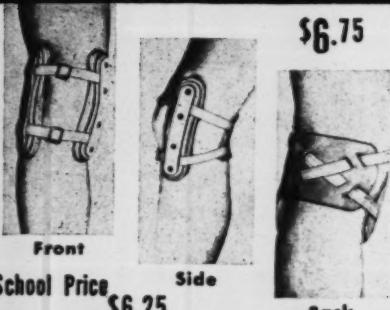
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All of his ideas have been time tested and can be adapted with ease by other aggregations. As far as we know, Wettlaufer's book is the only one on the subject ever published.

• **HEALTH AND PHYSICAL EDUCATION FOR JUNIOR AND SENIOR HIGH SCHOOLS.** By David K. Brace. Pp. 392. New York: A. S. Barnes and Co. \$4.

DESIGNED to meet the need for improved instruction in health and physical education, based on modern principles of curriculum construction, this book presents a course for junior and senior high schools consisting of carefully designed units of instruction on every phase of the program.

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lated health instruction. Suggested learning activities and teaching methods through which achievement standards may be reached are included in each unit.

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- **TEACHING PROGRESSIONS FOR THE SWIMMING INSTRUCTOR.** By Richard L. Brown. Pp. 160. Illustrated—drawings. New York: A. S. Barnes and Co. \$3.

WORKING on the assumption that many young swimming instructors, though good swimmers themselves, experience difficulty teaching the sport because of their inability to analyze the fundamentals, the author puts himself in the place of the instructor and shows how the basic skills can be communicated to large masses of students.

After outlining the qualifications of an instructor (patience, enthusiasm, confidence, sense of humor, imagination), the author explains how to organize the class and touches on the safety factors in swimming.

He next presents an 11-step teaching progression for non-swimmers, then delves into the main thesis of his book—the elements of the side stroke, side overarm stroke, trudgen, trudgen crawl, American crawl, breast stroke, elementary back stroke, inverted breast stroke, and back crawl.

A chapter on basic safety skills, including treading water, floating, surface dives, and simple turns, and another chapter on recreational swimming (water games, stunts, ballet formations) round out the text.

Every skill is presented simply, fully, and very graphically, and illustrated with splendid little drawings. A logical sequence is stressed in each instance.

Beginning instructors will find these aids just perfect in handling large classes.

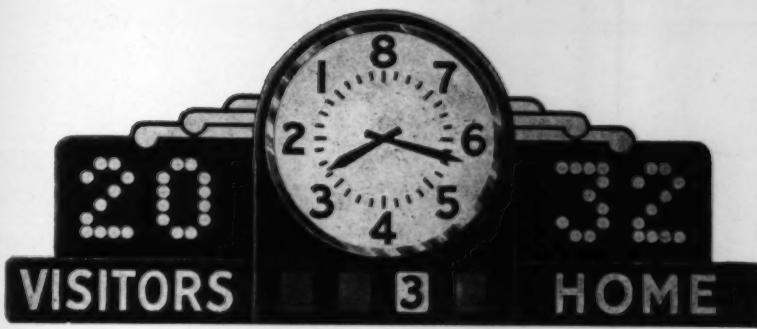
- **THE BIKE WEB COACHES AND TRAINERS HANDBOOK.** Pp. 32. Illustrated—photographs and drawings. Chicago: The Bike Web Co. Free.

COACHES and trainers will be glad to hear that the Bike Web people are out with a brand new edition of their valuable Handbook—the first edition since the beginning of the war emergency in 1941.

The book—a beautiful job in color—contains extremely helpful articles on conditioning and taping by Carl Erickson, famous Northwestern trainer, as well as a graphic interpretation of the 1948 basketball rules by Cliff Wells, noted Tulane coach.

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### Ball-Handling

(Continued from page 7)

it is not necessary to carry every fake or threat through to completion in order for it to be effective. In other words, if we are faking a hand-off, it isn't absolutely necessary for the fullback to turn around and hide the ball or wait until the other man has completely passed.

The mere fact that we make a feint to hand off is usually sufficient to freeze the defensive men or to lead them into taking a step in the wrong direction, so that blockers can get position on them. A play, to be effective and consistent, must not delay the runner. This ruins the timing.

On certain plays, our spin will be very quick and short. The fullback may not even wait for the tailback to come close to him or, if he is faking to the wingback, he may not wait for the wingback to get to him.

The same thing applies to a man faking a pass. I don't believe that a good fake pass requires the passer to draw the ball back and go entirely through his motion and stop the ball down at the waist. I believe it is equally effective, where time and the play permit, for the passer simply to make a quick back movement.

On our fake spins, half spins and quarter spins, I have found that the fullback, when he keeps the ball, can get a quicker start by not taking a step as he fakes. In other words, if he is going to fake to the tailback and then strike through the weak side or center, he can get a better start by turning his hips without stepping, and then go from his original foot position.

We have learned, from experience, that a step militates against a speedy start. This applies particularly to a play off to a side and also, to a lesser extent, to a play straight ahead.

The amount of spin to take in faking will vary according to the type of play. The idea here is not only to perfect the deception but to time the play so that the fullback, if he keeps, will hit at the right distance behind his interference and at the right time.

For example, on a quick play through the middle, his fake is very quick and short. On a play in which the wingback comes around to lead him, his fake turns his body further around.

Question: Can your hand-off men keep their balance without taking a step?

Answer: Yes. As a matter of fact,

we find they get off balance when they begin to step.

Our tailback is stationed two spaces away from our fullback. On spin plays we want him with his toes about even with the fullback's heels, and we want him to start with all his might. We don't want him to try to time his start at all.

Where we have any problems in timing, instead of having the tailback slow down, we will move our men a little farther apart, and then insist upon the tail starting at full speed.

A good actor makes the deception most effective. If both men make the fake, even though it is very short and very quick, it is bound to be much more effective; in fact, it is not going to be very effective unless they do.

In regard to the full spin, I believe I have spent many hours and weeks trying to teach the boys something which I believe might better be left untaught—taking certain steps in a very precise way.

I have reached the conclusion that the most effective way for the fullback to turn is simply to catch the ball and turn his body and let his feet follow his turn in the most natural way. In short, he catches the ball from center, just turns on the

(Continued on page 74)

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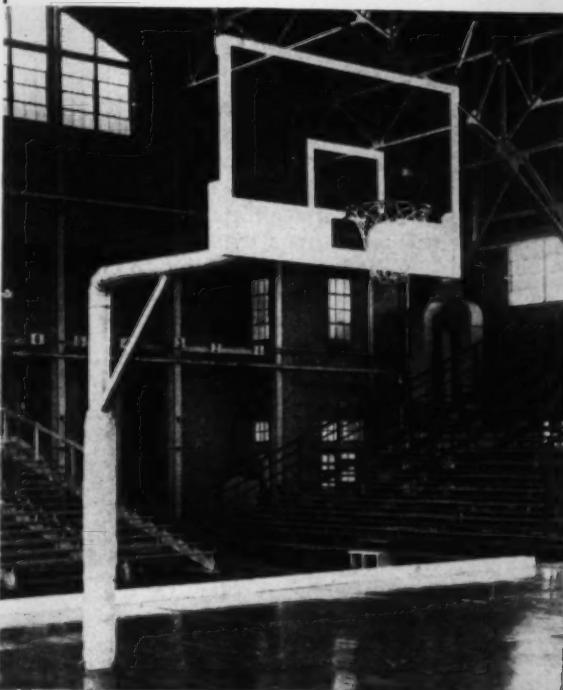


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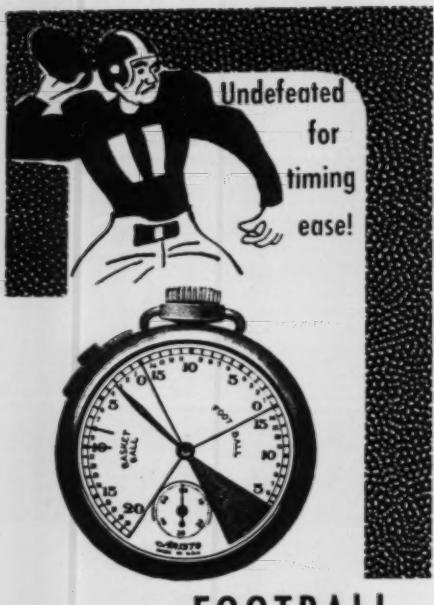
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(Continued from page 73)

balls of his feet, and takes his first step with his right foot after it is almost backwards and the spinner's back is to the line. This, of course, is on the full spin and applies whether he gives the ball or keeps it.

We hand the ball off to the tailback a good deal of the time. The tail starts fast with a cross-over step.

One more thing about the way the fullback turns on half spins. I believe it is more effective to catch the ball and turn the hips, than it is to catch the ball and stick it back without much turn.

What the full does with the ball isn't particularly important as long as he starts and turns his body as if he were really going to give the man the ball. We feel that the turn at the hips is more deceptive, more effective, and can be done much more quickly.

We definitely try to avoid this kind of stuff—the man stepping forward with his right foot and sticking the ball back—which doesn't deceive anybody. It is obvious that the man is not going to give it away.

Now for the wingback steps. We have found it very difficult to teach our wingbacks to anticipate the snap of the ball and to start in advance. Unless we have a wingback who is very slow, we don't attempt to do that. We want him to start on the starting signal, but we want him to start very hard and very fast.

On his first step, he must gain correct position for the particular type of play. When we run a reverse inside tackle or end, for example, we want the wingback to get deep on his first two steps.

Let's assume the play is an inside reverse. The wing steps off with his inside foot, rather deeply. His next step is back and deeper. By the time the fullback has turned after faking to the tailback, the wing should be coming into the line to take the ball.

If the wingback doesn't get back on his first step, he will have to slant back and take the ball while going away from the line, thus forcing him to make a sharp turn in order to get to the point of attack. This produces a loss of speed and momentum.

If the wing will go deep on his first two steps and make his turn before picking up full speed, he will be able to come in and take the ball while going at full steam.

When going wide, however, we want him to take the ball after a cross-over start, going full speed.

One of the problems and one of the difficulties that we have in coaching is to get the ball from the



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center so that this can be done properly and fast. The center has to pass the ball pretty fast. I don't like it, but it is necessary.

Generally, when we are in right formation with the fullback faking to the tailback, we want the ball delivered just a little bit to the left side, just about to the inside of the knee as he stands there.

We start from a three-point stance. We don't want the hips down, squatting, but just low enough so we can start fast, without moving the hips up or down. We don't insist on the hands being down on the knuckles. We don't want to get too low. The boys just touch the ground with their fingertips.

Question: Why do you put down your hand at all?

Answer: Frankly, we don't ever say anything to our boys. After they run the plays a while, they just get that hand down. As a rule, our fullbacks figure that with the hand down they can get a little better start on the straight-ahead plays. I think that is about the only difference or the only advantage, if any.

#### THE FULLBACK KEEPS

When the fullback is keeping the ball, we tell him to hold it tight against his tummy with both hands. Some coaches, and good ones, too, spend a lot of time teaching the fullback to fake with an empty hand if he is going to keep the ball. I don't have any objections to it, but I have found that a lot of boys who fool with that kind of stuff, get tangled up and sometimes let go of the ball or get their hands twisted and get to faking with the wrong hand. It certainly isn't the most simple way to do it.

I also wonder whether it is advisable to show your empty hand to the opponents. A boy knows, if you stick the empty hand out, that you don't have a ball in that hand. If you have that ball hidden somewhere where he can't see it at all, then he is not quite so sure as to who may have it and he is less likely to commit himself aggressively to meet the right play.

That is our theory, but I don't think it is of tremendous importance. A lot of these things are more or less optional in character.

Another thing: When the fullback is standing too high as he spins and goes to meet the wingback, I am just a little afraid that the wingback's shoulders will strike his arm before the ball is placed in the receiver's abdomen.

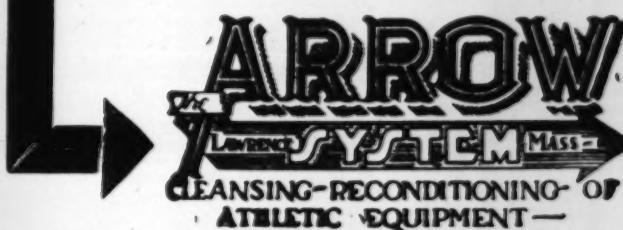
The wing is coming in there quite low. I feel, therefore, that the full-

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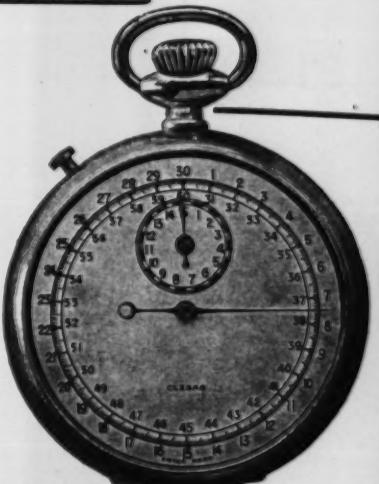


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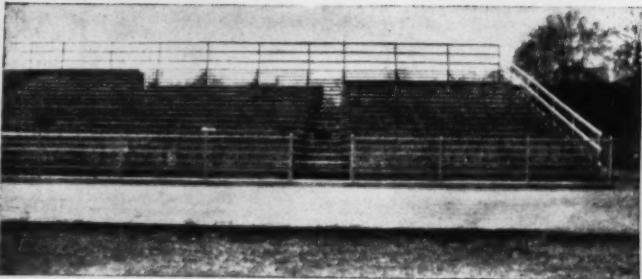


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back should take a similar position, in fact, as low as he can get without getting lower than his other backs.

When the backs pass one another they should be very close together. That is important. They pass very close and brush one another with their bodies.

It is especially true that when the fullback turns and gives to the wingback, there is a tendency for them to pull too far apart so that the full has to hand the ball out too far. While difficult, I think it is imperative that you get them passing very close to one another, so that the defensive men cannot see the ball in the man's hand until after the men have passed by one another.

If the ball is going to be kept by the fullback, there is another reason why we want him down low. If he keeps the ball, you want him to carry it down very low, so the linemen and backers-up have difficulty seeing the ball. If the full stands up, they will see instantly that he has it, but down low, with his head down, it is difficult.

The fullback, in carrying, should start with the ball in both hands, then slide it under one arm, still covering it with his other hand, until he gets into the line. At that point, he may release the free hand and begin to use it to ward off tacklers.

If the tailback doesn't take the ball (or if he gives away the ball), we want him to hold his arms—another reason why we want him low—with his hands over-lapping, the fingers not too wide but spread somewhat, in the position in which he would have held the ball.

### FULL FAKE ESSENTIAL

We feel that no fake to carry the ball is worthwhile unless the faker carries it out until he crosses the line of scrimmage. No matter how far he may run across field after pretending to take the ball, we want him to go through the motion of putting the ball under his outer arm, taking about two running steps, and then dropping his inner arm and swinging it hard.

And he must really run hard. If the runner slows down or relaxes and begins to run at half-speed, the defense knows instantly that he does not have the ball.

Most boys, being very interested in the outcome of the play, will take about two steps and, even though faking very carefully, will look back to see how the play is coming along. In studying our pictures, we have observed time and again how the backers-up or halfbacks will watch

the faker and move with him, but leave him instantly and come back the moment he relaxes.

As long as the halfback makes a pretence at carrying the ball and running hard, somebody will go with him. Maybe it will be the safety man, maybe all the backfield men, but at least one and usually two men will be taken out of the play—so long as the half makes a good fake and carries it out.

That is what we find in studying our pictures, and that's what makes it possible for the runner to get away for a long gain.

In hiding the ball, the man should slap it under the outer arm and bring the other arm across, keeping it close enough to the body to prevent anybody from seeing through there. The inner arm over the ball helps hide it from the opponents.

#### POINT OF PLACEMENT

The place at which he carries the ball or the place at which he carries his elbow when he does not have the ball, is of great importance. Most boys, when they do not have the ball, will grab at the ball and pretend to put it way back, lifting the elbow so high that anybody on the other side can look over his back and clearly see that empty elbow and arm sticking up.

Very often, the faker will turn his shoulder down for additional effect. What he actually is doing, however, is showing his empty arm, making it more obvious that he does not have the ball.

It takes practice to get the boy to place his elbow at exactly the point where he would put it if he had the ball.

When he has the ball, it is important to carry it at the right point, not too high, not way up there, and, of course, far enough around to the side to take the best advantage of the coverage offered by his body and inner arm.

I believe that is about all on spinning.

Next, one of the most effective types of deception we use is a fake forward pass. Our fullback is our passer, when we have a fullback who can do it. I like the fullback to pass because he is in a better position than the tail to work fake pass plays.

The technique of the fake pass, when we use it on line plays, is this: As the starting number is called, our fullback rises to a passing position. The snap is made to him a little higher than normally. He starts to pass the ball, then makes a short



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fake. He doesn't go through with the entire motion because that makes it too slow. The fake pass takes exactly the same amount of time as a spin. That isn't much.

We find that the fake pass when executed with exactly the same blocking assignments as our spin plays, is often more effective than the spin or half spin play, particularly in the case of mouse trap plays. The reason is this: When the man with the ball merely is feinting to give it to another runner, the backers-up are not too much concerned about a pass, even though a couple of eligible men are coming down the field.

But when you have a couple of eligible men coming down the field, as we do on mouse trap plays, and the fullback straightens up as if to pass, the tendency is for the backers-up to back-pedal fast or at least hold their positions. That gives our blockers a better opportunity to get to them or to get blocking position on them, than they would have on the usual running play.

This article is based on a lecture that Carl Snavely, the famous North Carolina coach, delivered at the 25th annual meeting of the American Football Coaches Association.

## Soccer Organization

(Continued from page 22)

Do not cut the squad, but rather seek to increase its size. The popularity of the game will be proportionate to the size of the squad carried through the season.

The development of the boys is frequently remarkable. Many a dud has developed into a great player from one season to the next. But he needs that initial encouragement, particularly when you remember that most boys going out for the team know nothing about the game and that their presence indicates their willingness to learn.

Teach the boys to play hard but cleanly; always to win but never to win unfairly. If they play under strict discipline with good sportsmanship, they will have learned something that will prove of inestimable value in future life.

If, by chance, you feel that you do not know the game too well, do not hesitate to call upon your State Soccer Association for help. They will be glad to aid you.

Also make a point of seeing both amateur and professional games. This visual experience is helpful in developing a game that will give your boys more fun and healthful exercise than any other sport.

Next month: Play of the Goalie.

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